

GREAT LAKES

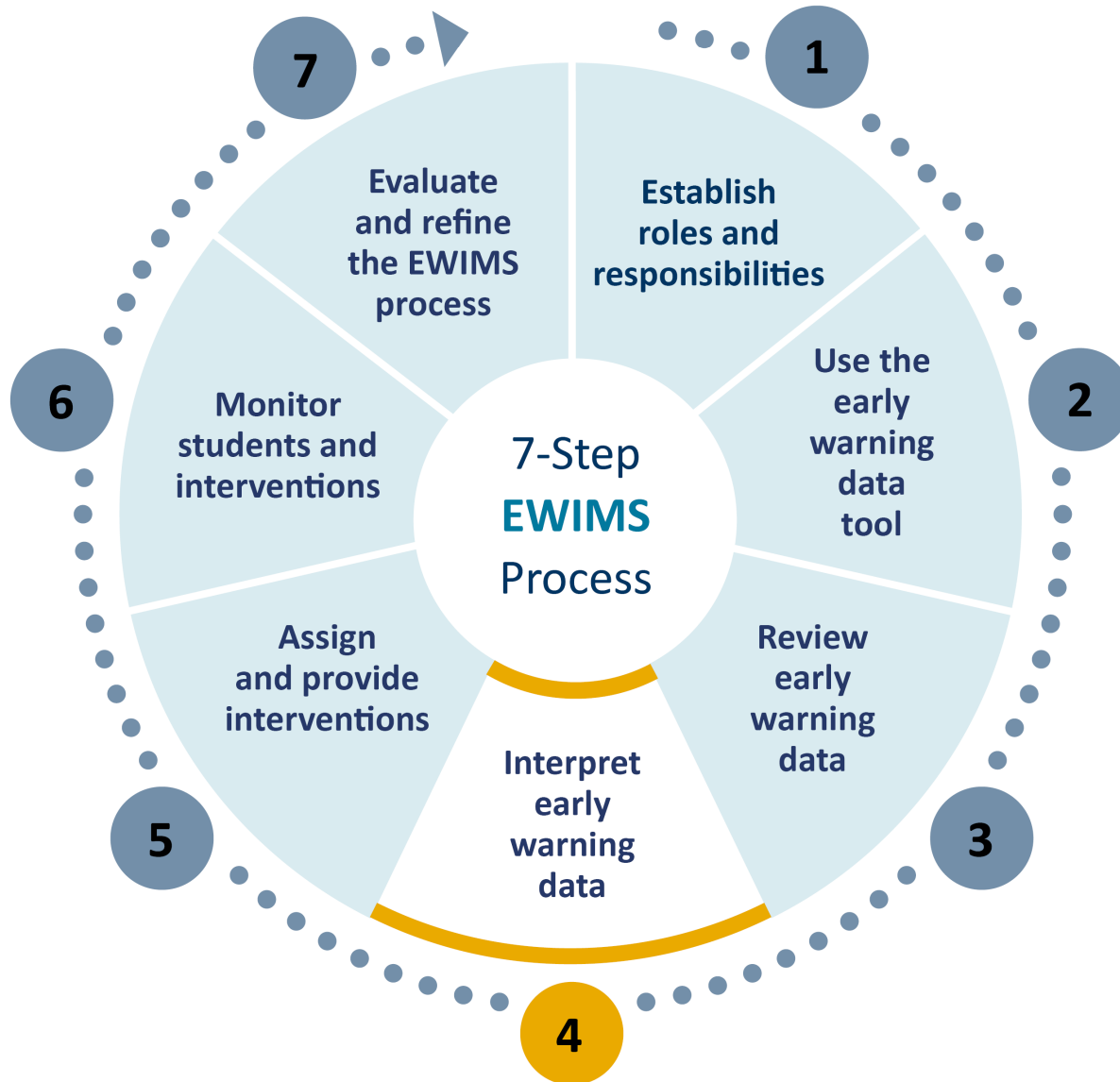
Comprehensive Center at American Institutes for Research



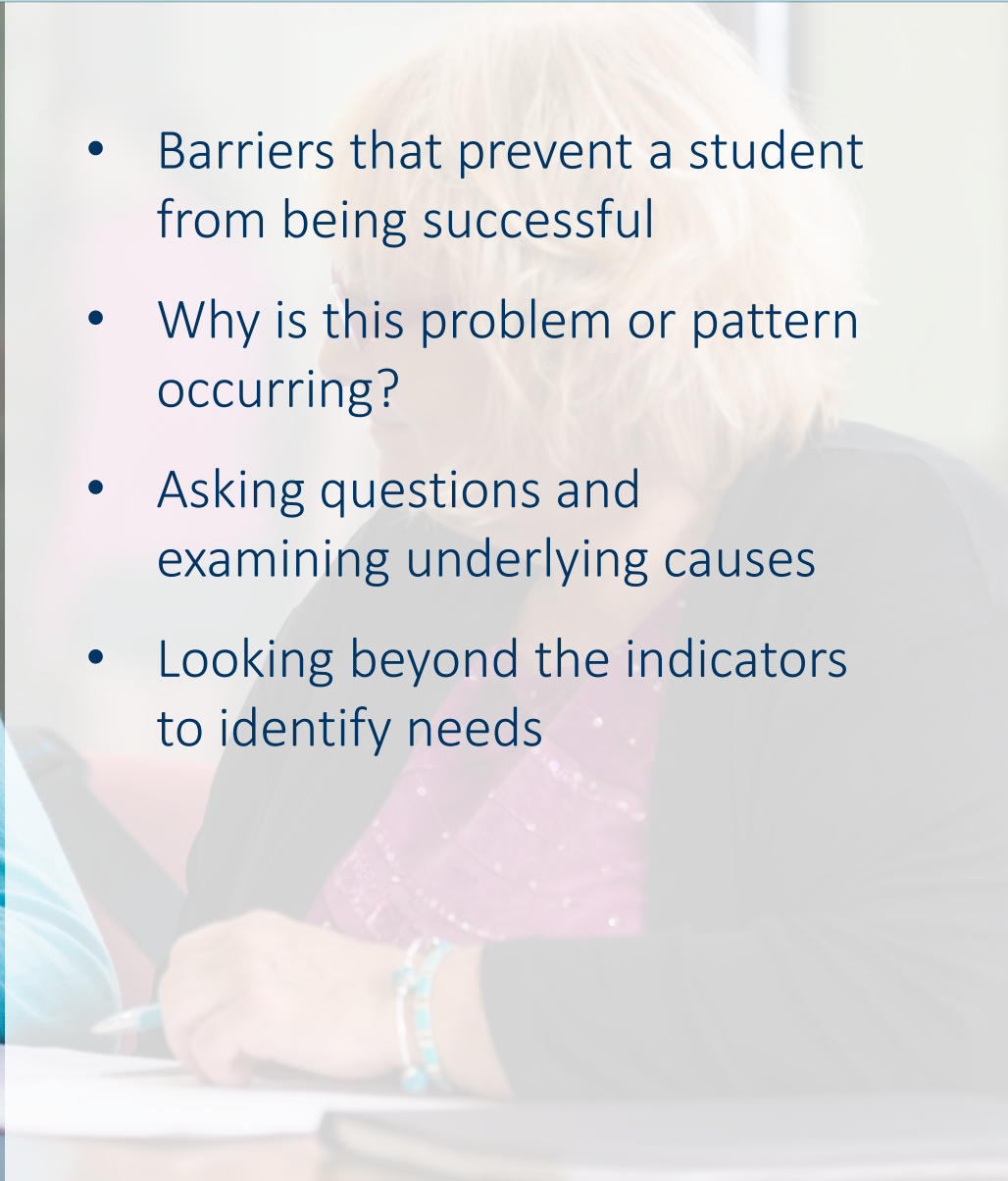
EWIMS STEP 4

Interpreting Early Warning Data

Seven-Step EWIMS Process



EWIMS Step 4: Interpret Early Warning Data



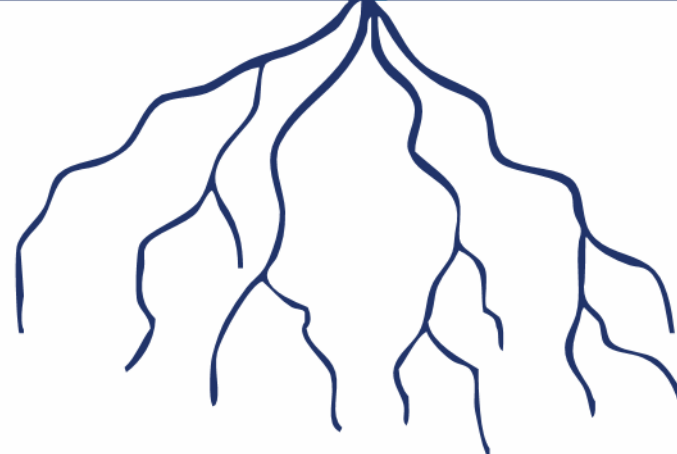
- Barriers that prevent a student from being successful
- Why is this problem or pattern occurring?
- Asking questions and examining underlying causes
- Looking beyond the indicators to identify needs

EWIMS Steps 3 and Step 4

What is the problem?



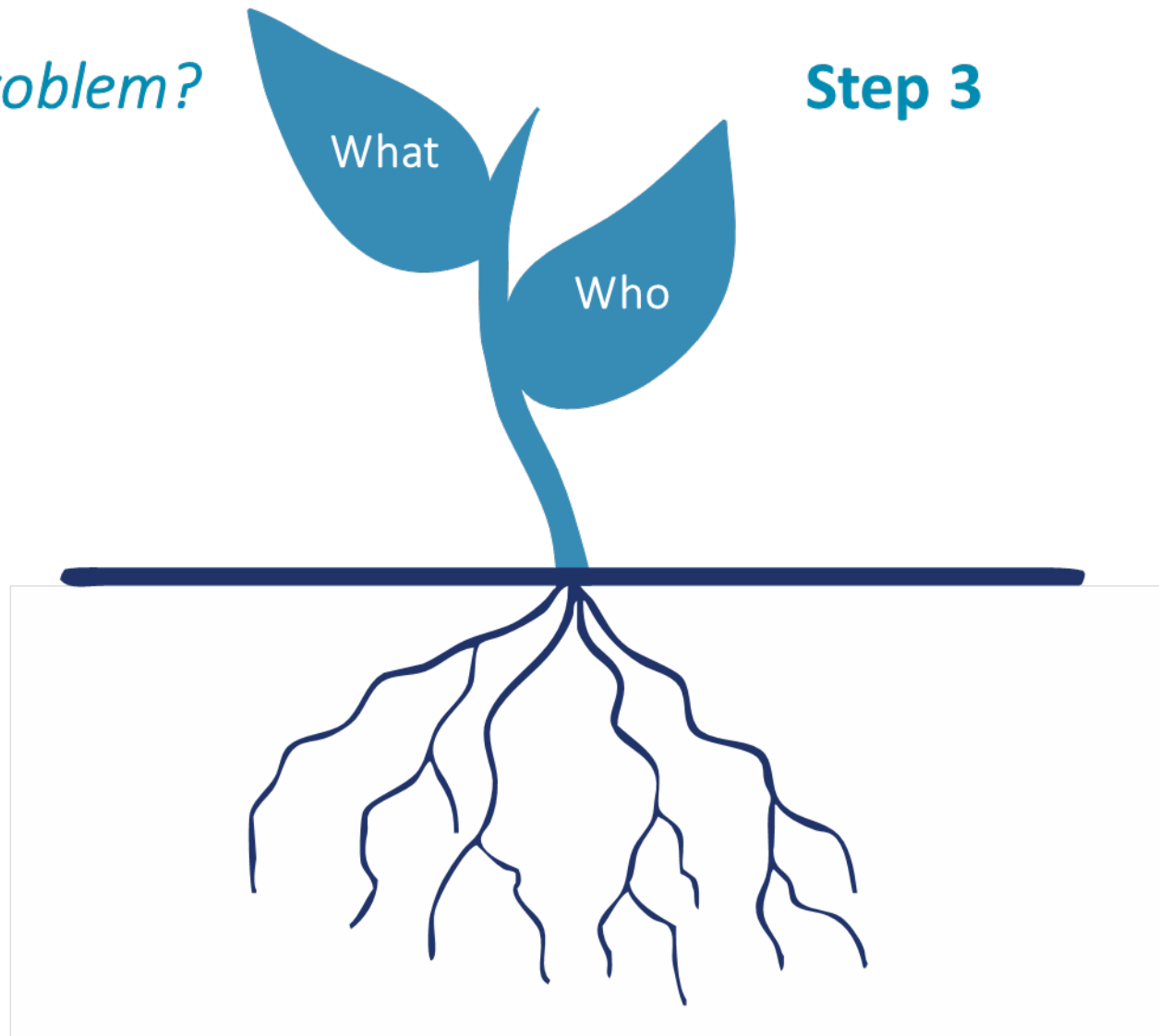
Why is it occurring?



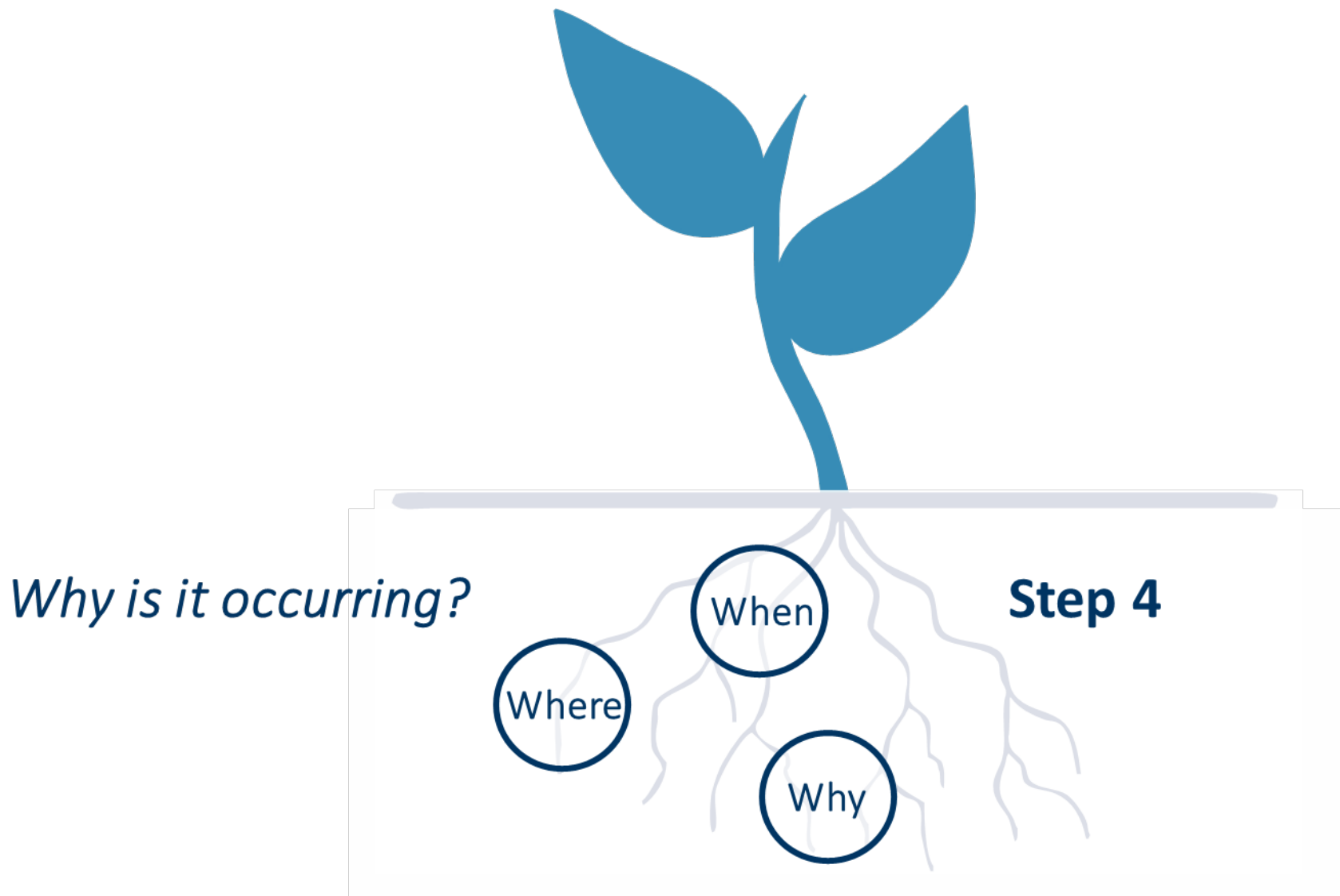
Symptoms

What is the problem?

Step 3



Underlying/Root Causes



Symptoms Versus Underlying Causes

What is the problem?

Step 3
Identify symptoms.



Why is it occurring?

Step 4
Determine
underlying causes.



Step 4 Summary

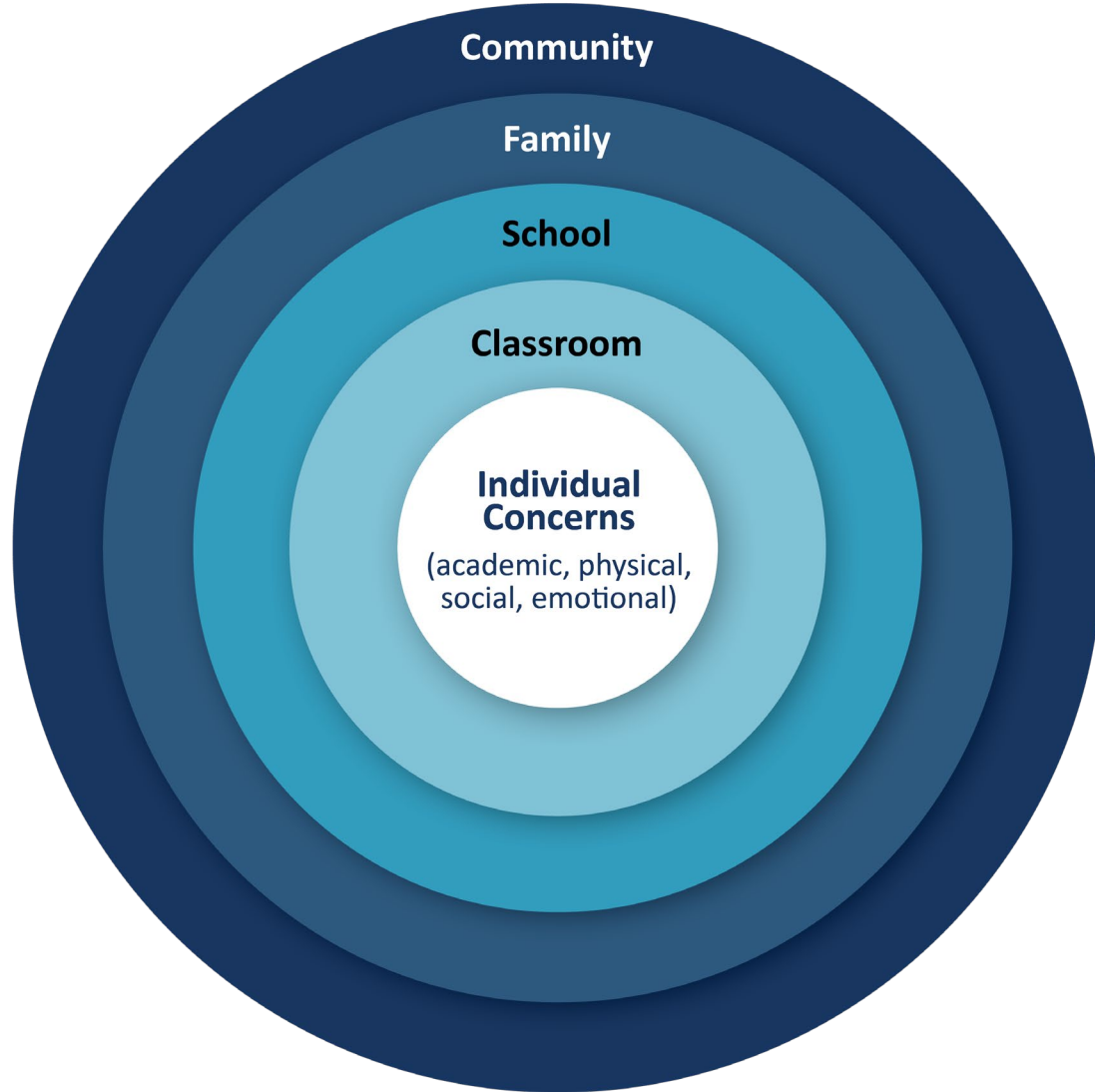
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Interpret
early
warning
data

- **Look** beyond the indicators to consider underlying factors.
- **Identify** the student's strengths.
- **Explore** additional quantitative and qualitative data sources.
- **Determine** potential underlying root causes.

Why is this occurring?

Consider Conditions



Consider Characteristics

What characteristics may be contributing to or influencing an underlying root cause?

Characteristics: factors that belong or are connected to a student, such as a demographic trait or a designation.



Guiding Questions



- What are the student's/students' strengths?
- What patterns do we see?
- Why is this problem occurring?
- What conditions or characteristics might have an influence on the root cause(s)?
- What other information do we need?

Sample Probing Questions Related to **Attendance**



- Is there a certain day of the week or time of day when the student is frequently absent?
- Which classes is the student missing?
- Who are the teacher and classmates in that class/those classes?
- Has the student's attendance been affected by suspension?

Sample Probing Questions Related to **Behavior**

- What behavior(s) contributed to the behavior flag?
- How is the problem behavior being addressed?
- What is the nature of the student's relationship with the teacher or staff person who is disciplining him or her?
- When does the student typically have behavioral issues?
- Does the student have special needs that should be taken into consideration?
- Question for adults who know the student well: What are the student's triggers?

Sample Probing Questions Related to **Course Performance**

- Which classes did the student fail?
- How many other students are failing this course or this period?
- In which types of classes is this student enrolled (e.g., remedial reading, advanced placement)?
- How has the student done in this subject previously?



Implementation Suggestions

A photograph of two women in a professional setting. The woman on the left has dark hair in a ponytail and is wearing a dark grey sweater and a gold necklace. The woman on the right has blonde hair and is wearing a blue sweater and large hoop earrings. They are both looking down at a document or screen, appearing to be in a collaborative discussion.

1. ***Invoke*** shared agreements.

Implementation Suggestions



2. *Create* a real-time “watch list.”

Implementation Suggestions



3. Maximize resources with group interventions.

Group Interventions



- **Review** groups of flagged students.
- **Identify** similar underlying causes.
- **Develop** group interventions.

Maximizing Resources



- What are the most prominent needs across grade levels, subgroups of students, and our school?
- How will we prioritize the student needs we have identified?
- How are the needs aligned with our school goals?
- What additional data or resources do we need?

Step 4 Challenge: **Duplication of Effort**

- Take stock of existing teams in the school.
- Review initiatives that serve a purpose similar to EWIMS.
- Where is data currently being reviewed? Can EWIMS data be integrated?

Step 4 Challenge: **Jumping to Conclusions**


- Resist the temptation to act before fully understanding a problem.
- Record the potential underlying causes to hold the team accountable.
- Designate team meeting time to consider whether the group is jumping to conclusions before assigning next steps.



Step 4 Challenge: **Getting Stuck**

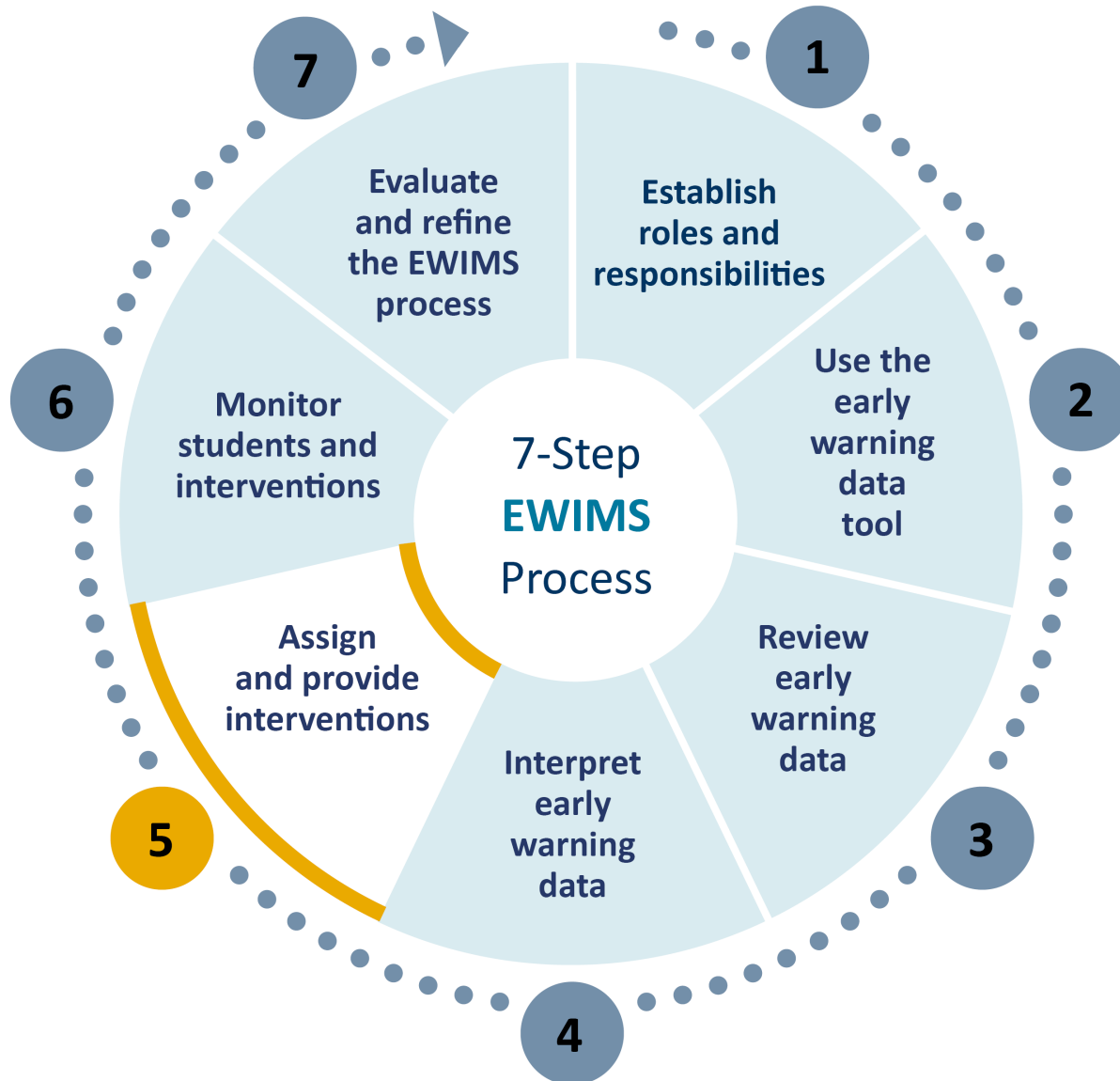
- Insufficient information
- Multiple underlying causes
- Issues beyond your team's sphere of influence
- Conditions and characteristics

Final Thoughts



Discuss and address
underlying root causes
before identifying
interventions.

Coming Up Next



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For more information, please email
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Michigan Data Hub Early Warning Data Tool:

Support@MIDataHub.org

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