

GREAT LAKES

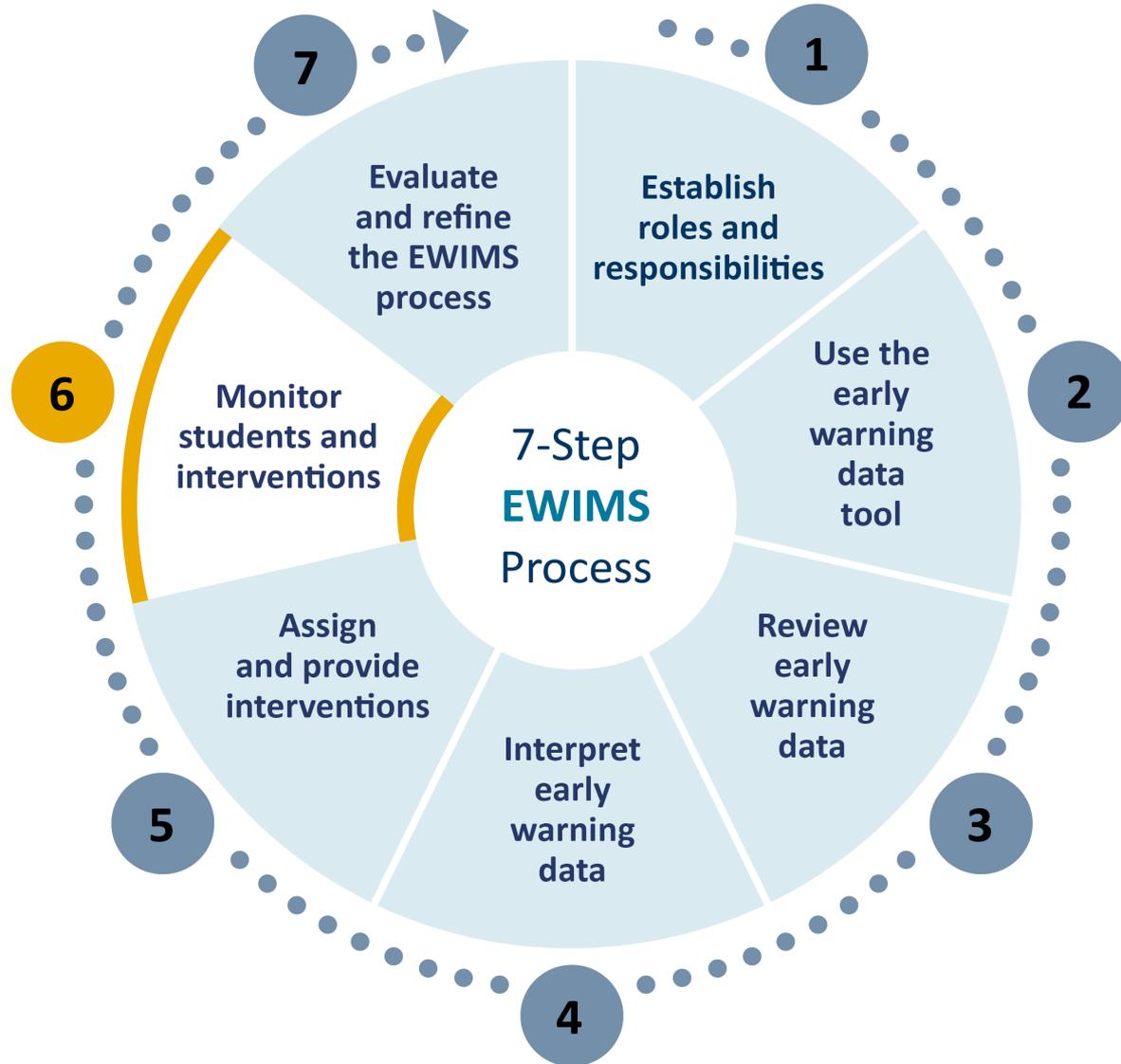
Comprehensive Center at American Institutes for Research



EWIMS STEP 6

Monitoring Interventions and Student Progress

Seven-Step EWIMS Process



Three Key Questions for Step 6



- How will you determine if an intervention was **delivered as intended?** (Fidelity)
- How will you measure if students are **making progress?**
- How will you know whether an intervention is effective or if you **need to make changes?**

Essential Ingredients for Successful Monitoring

What do you need in order to determine whether interventions are being delivered as designed and if students are getting back on track?



Data

(e.g., intervention participation data, student progress data, early warning data, anecdotal data)



Time

(e.g., to follow up with students and staff, to check data quality, to discuss student progress)

Step 6 Begins During Step 5

Monitoring begins when a student is assigned to an intervention.

First, determine:

Intervention related to underlying cause(s)
Person responsible



Next, determine:

Measure of progress
Person responsible



Finally, determine:

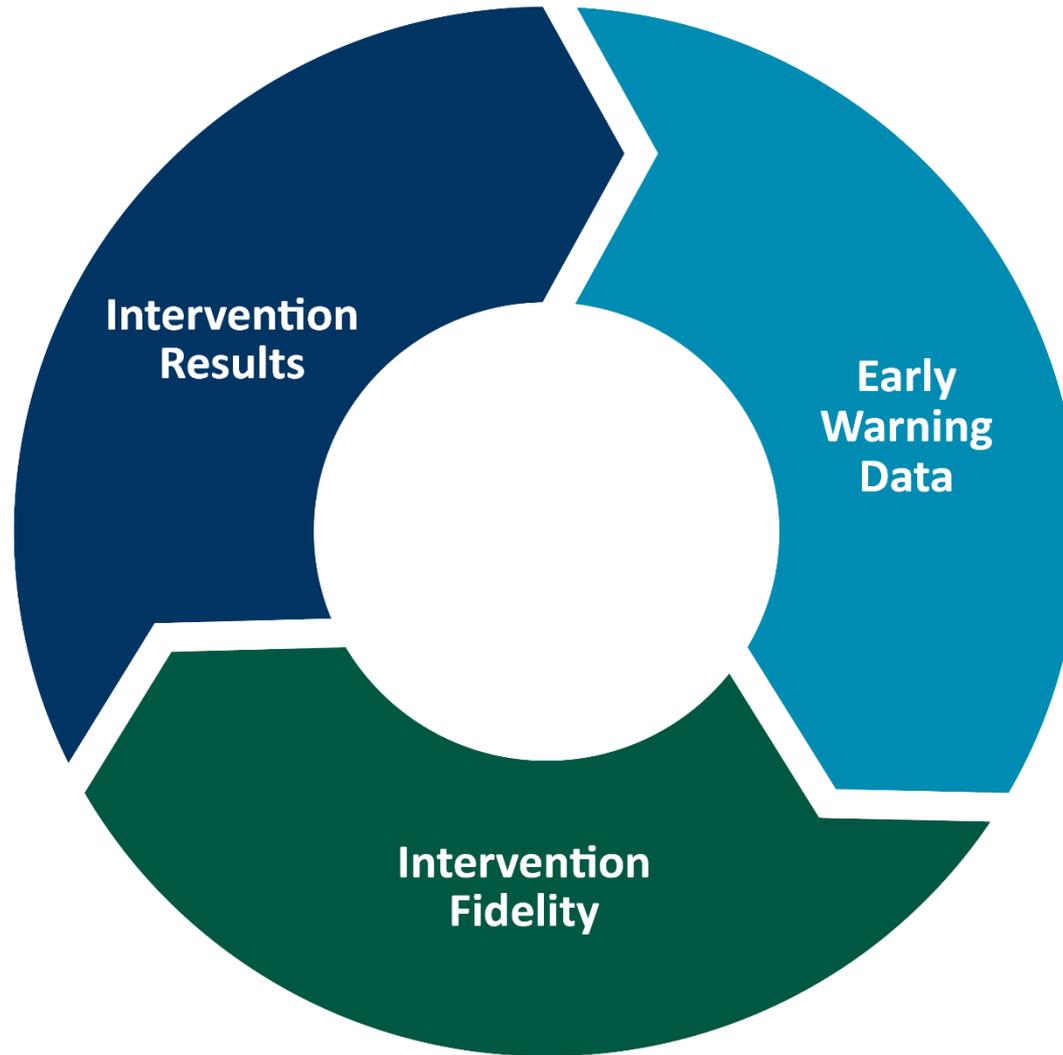
Date to review progress
(i.e. next appropriate EWIMS team meeting date)
Communication with stakeholders

Documentation

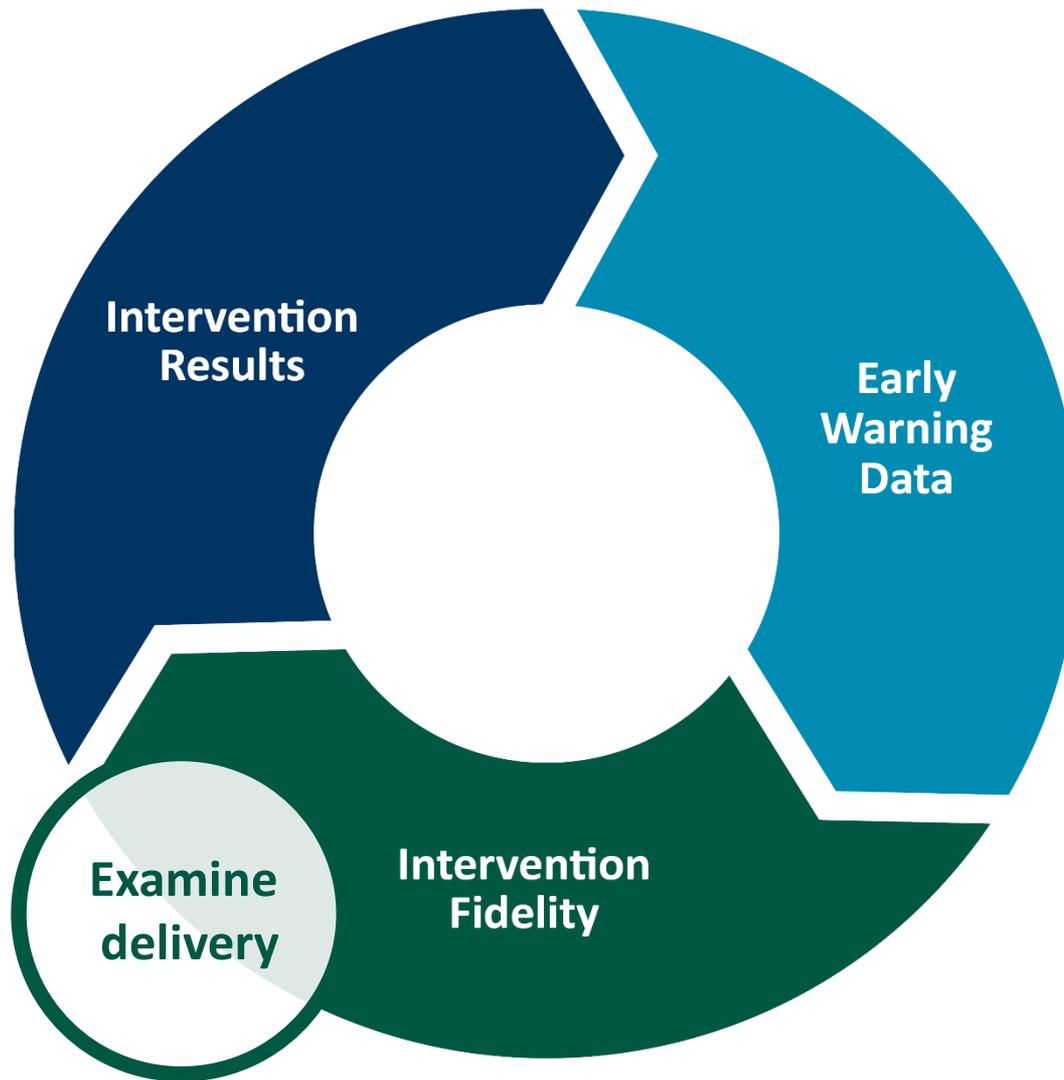
Tip: Keeping detailed notes will facilitate monitoring.

Student	Intervent/Plan related to underlying cause	Person responsible for intervention	Measure(s) of progress	Person responsible for data collection	Date to review progress (i.e., next appropriate EWIMS meeting date)	Communication with stakeholders
Michael	Math tutoring on s specific skill gap twice per week	Mr. Jones	Student attendance at tutoring Student engagement during session Student's depth of knowledge of polynomials	Mr. Jones will take attendance, and assess the student's depth of knowledge using practice problems	After three weeks of tutoring (6 sessions)	Mr. Jones will talk to Michael by Friday.

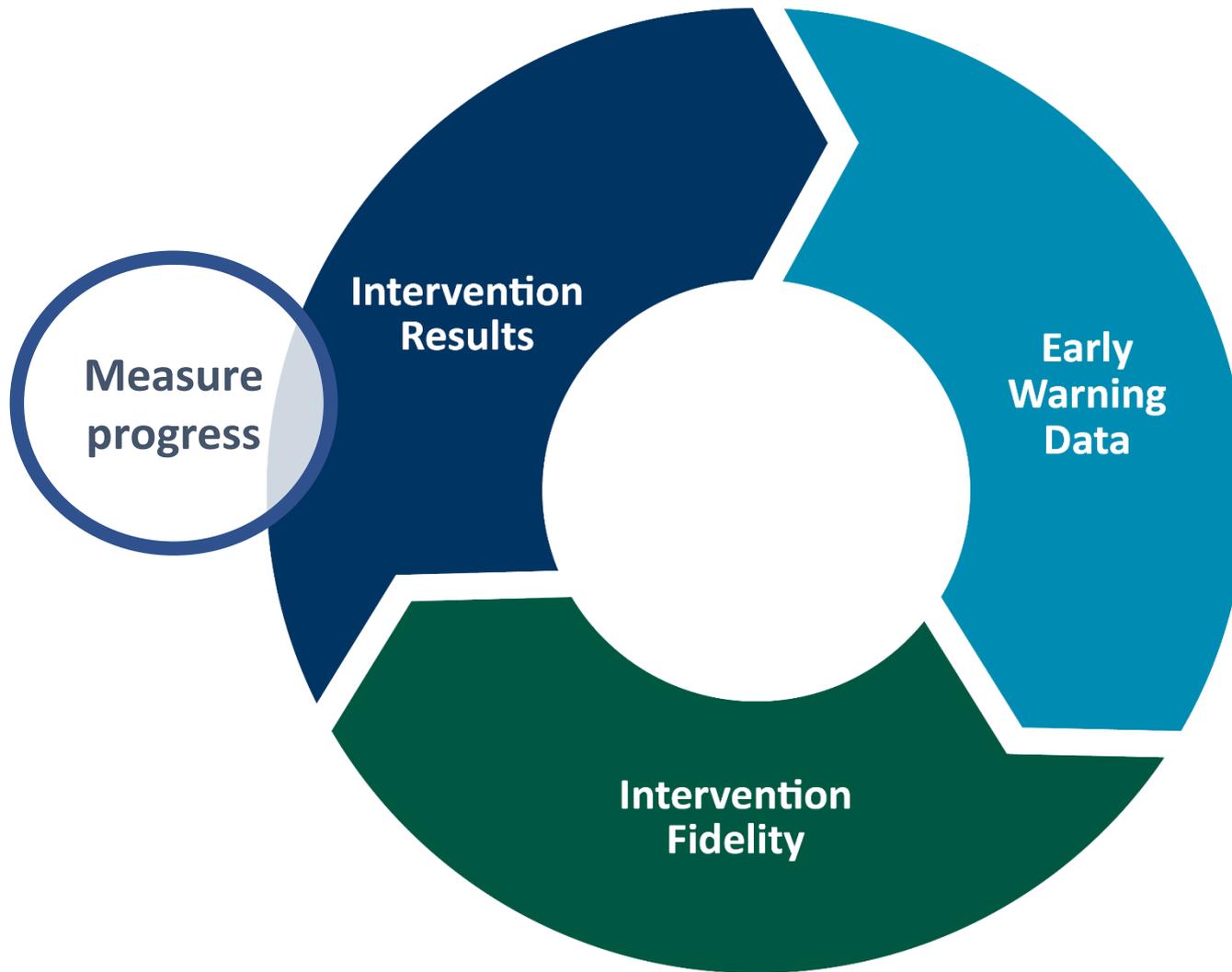
What Does the EWIMS Team Monitor?



How Does the EWIMS Team Monitor?



How Does the EWIMS Team Monitor?

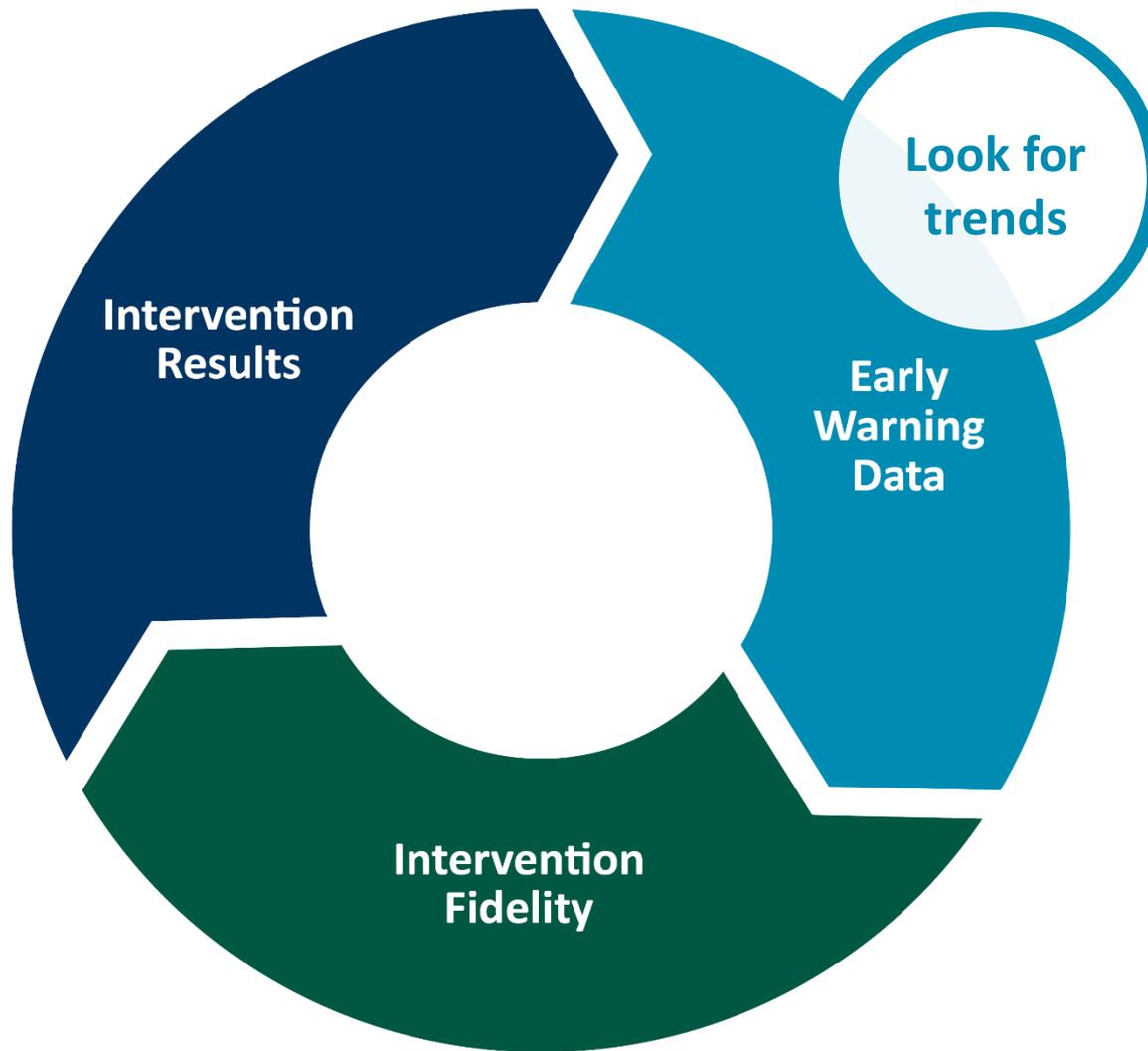


Making and Communicating Adjustments

- 
- Intervention intensity
 - Participation
 - Delivery
 - Conditions
 - Intervention fit

Adjustments must be communicated to all stakeholders.

How Does the EWIMS Team Monitor?



Tracking Trends Over Time to Assess Overall System Health



Fewer Flags

Keep doing it.



Same Flags

Consider adjusting intensity, participation, delivery, conditions, and fit of intervention.



More Flags

What we're doing isn't working. Additional unmet needs not yet identified?

Step 6: Implementation Challenges

1. Failing to follow up via monitoring
 2. Removing an intervention too soon
 3. Overburdening educators with too many interventions
 4. Blaming students and families
- 

Step 6 Challenge: Failing to Follow Up Via Monitoring



Discipline

Step 6 Challenge: Removing an Intervention Too Soon

Patience

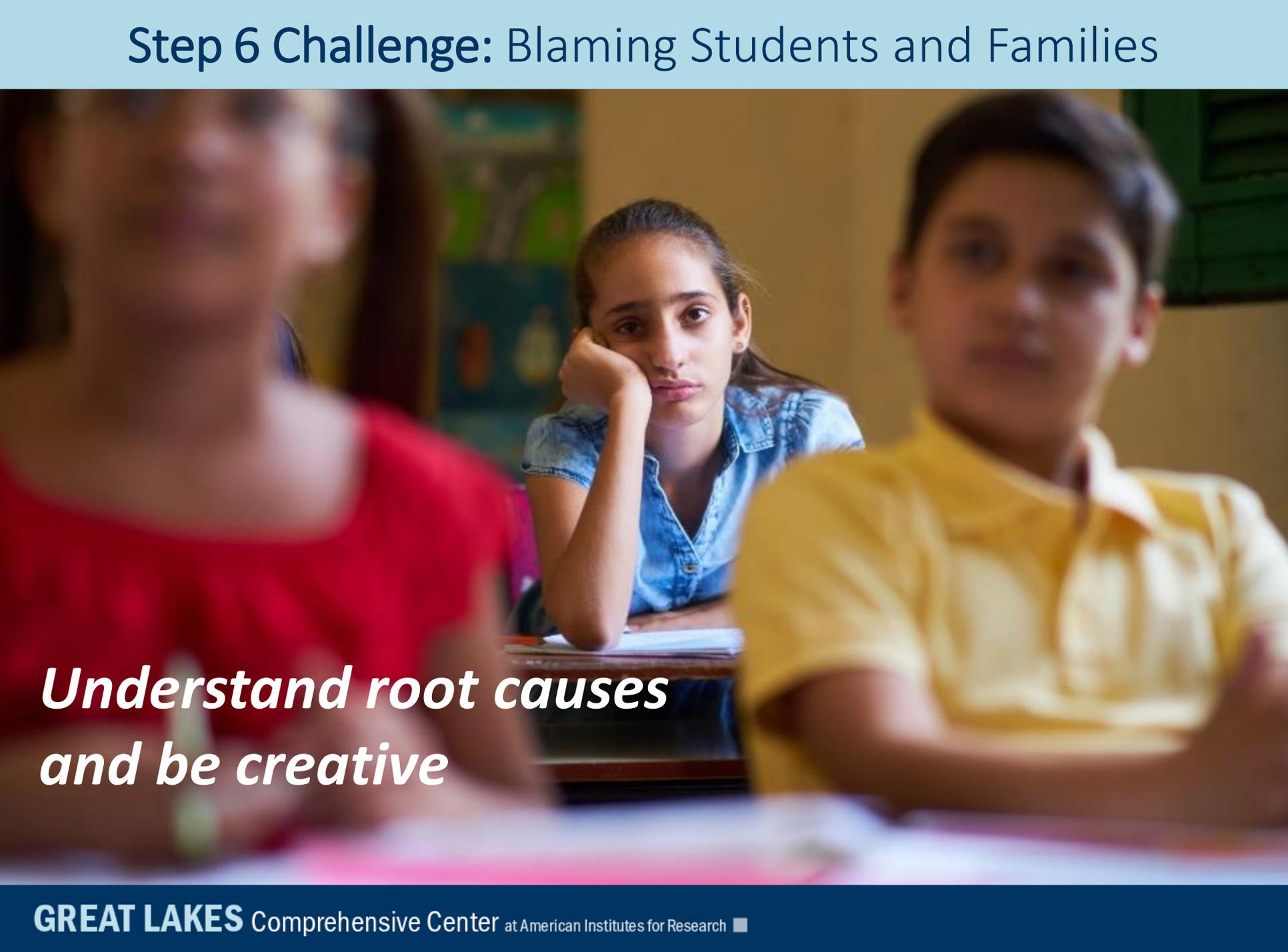
A photograph of a man and a woman in a professional setting. The man, on the left, is wearing a light blue dress shirt and a dark, striped tie. He is looking towards the woman on the right with a serious, attentive expression. The woman has long, dark hair and is wearing a dark blue top. She is looking down and slightly to the left, appearing to be in a conversation or listening intently. The background is a soft, out-of-focus light blue.

Step 6 Challenge: Overburdened Educators



Tier I interventions

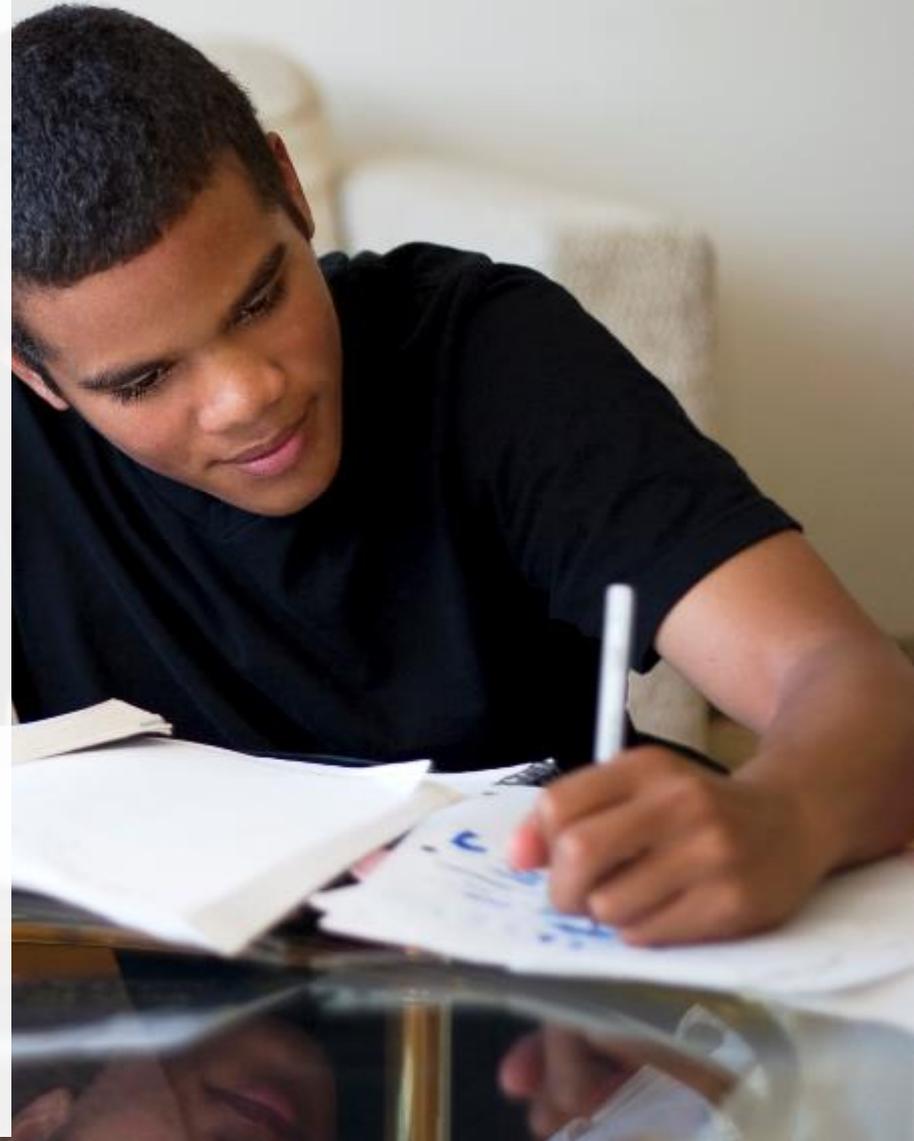
Step 6 Challenge: Blaming Students and Families

A young girl with dark hair tied back, wearing a blue denim shirt, sits at a desk in a classroom. She is resting her chin on her hand and looking thoughtfully towards the camera. In the foreground, the blurred heads and shoulders of other students are visible, including a girl in a red shirt on the left and a boy in a yellow shirt on the right. The background shows a classroom setting with a bulletin board.

*Understand root causes
and be creative*

General Tips for Effective Monitoring

- Make time for this step.
- Keep clear and well-organized records that EWIMS team members can review easily at any time.
- Meet before the meeting.
- Consider NABA: Next and Best Action for the student.
- Improve continuously.



Assigning Students to Interventions in the Michigan Data Hub Early Warning Data Tool



 **1** Yolanda U. Meacham

[Student Information](#) [Academic Dashboard](#) [Transcript](#) [Early Warning System](#) [Intervention Catalog](#)

Student Interventions

Jump to subcategory: [EWS Metric Summary](#) | [Interventions](#) | [Search Interventions](#)

EARLY WARNING SYSTEM INDICATORS

ATTENDANCE

82.7 %

SCHOOL
CODE OF
CONDUCT

0

STATE
REPORTABLE
OFFENSES

1

MATHEMATICS

26

LANGUAGE
ARTS

46

INTERVENTIONS

START DATE

EXPECTED
COMPLETION
DATE

LEVEL

ASSIGNED BY

DATE COMPLETED

SECURITY

[Attendance Counseling](#)

NOTES

02/20/2017

03/17/2017

Tier 3

NOT
COMPLETED

Off

Tracking Interventions in the Michigan Data Hub



Assign Intervention ✕

Intervention Name:
Attendance Counseling

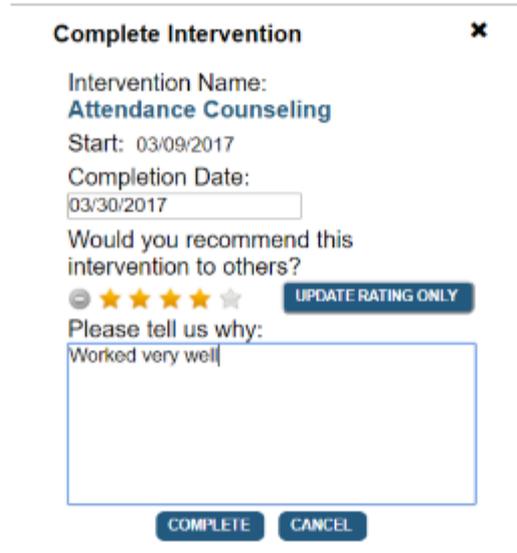
Intervention Level:
 Tier 3: Individual/Small Group (with Specialist)

Start:

Expected Completion Date:

Goal
This is the goal that I have written|

Assign interventions.



Complete Intervention ✕

Intervention Name:
Attendance Counseling

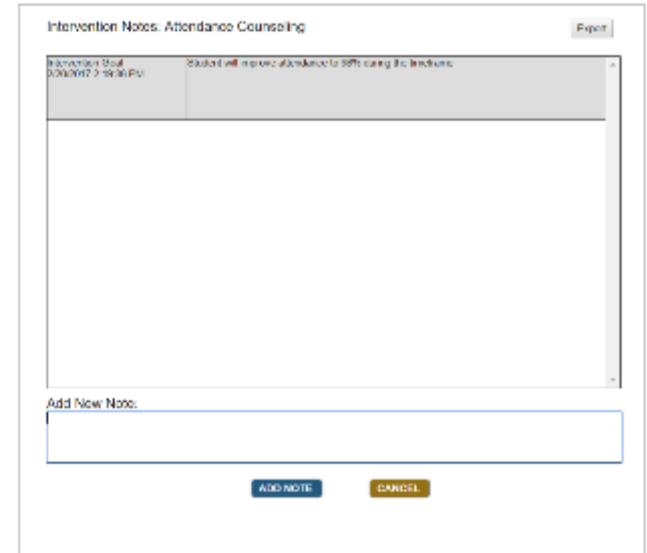
Start: 03/09/2017

Completion Date:

Would you recommend this intervention to others?

Please tell us why:
Worked very well|

Mark complete and rate the intervention.



Intervention Notes: Attendance Counseling Export

Intervention Start: 03/09/2017 2:18:00 PM	Student will improve attendance to 80% during the trimester.
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Add New Note:

Take notes on student progress.

Step 6 Takeaways

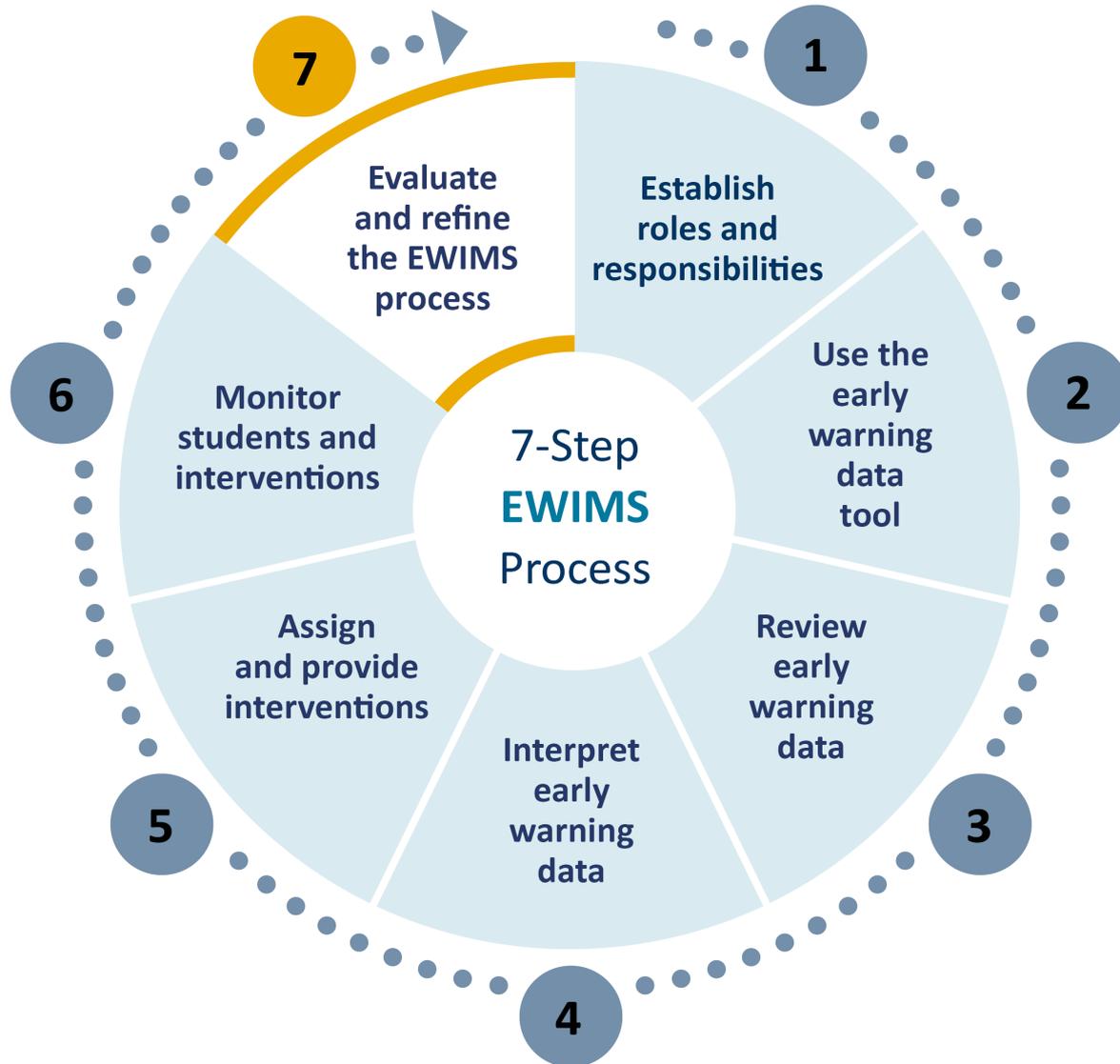
Key Points

- Step 6 involves monitoring intervention delivery, measuring student progress, and examining trends over time to improve the school's overall system of interventions.
- If an intervention is being delivered as intended, monitor the measures of student progress to understand how the student is doing in the intervention.

Guiding Questions

- Does the intervention match an underlying root cause and meet student needs?
- Was the intervention delivered as intended?
- To what degree did the student respond to the intervention?
- How have the indicators changed over time?

Coming Up Next



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