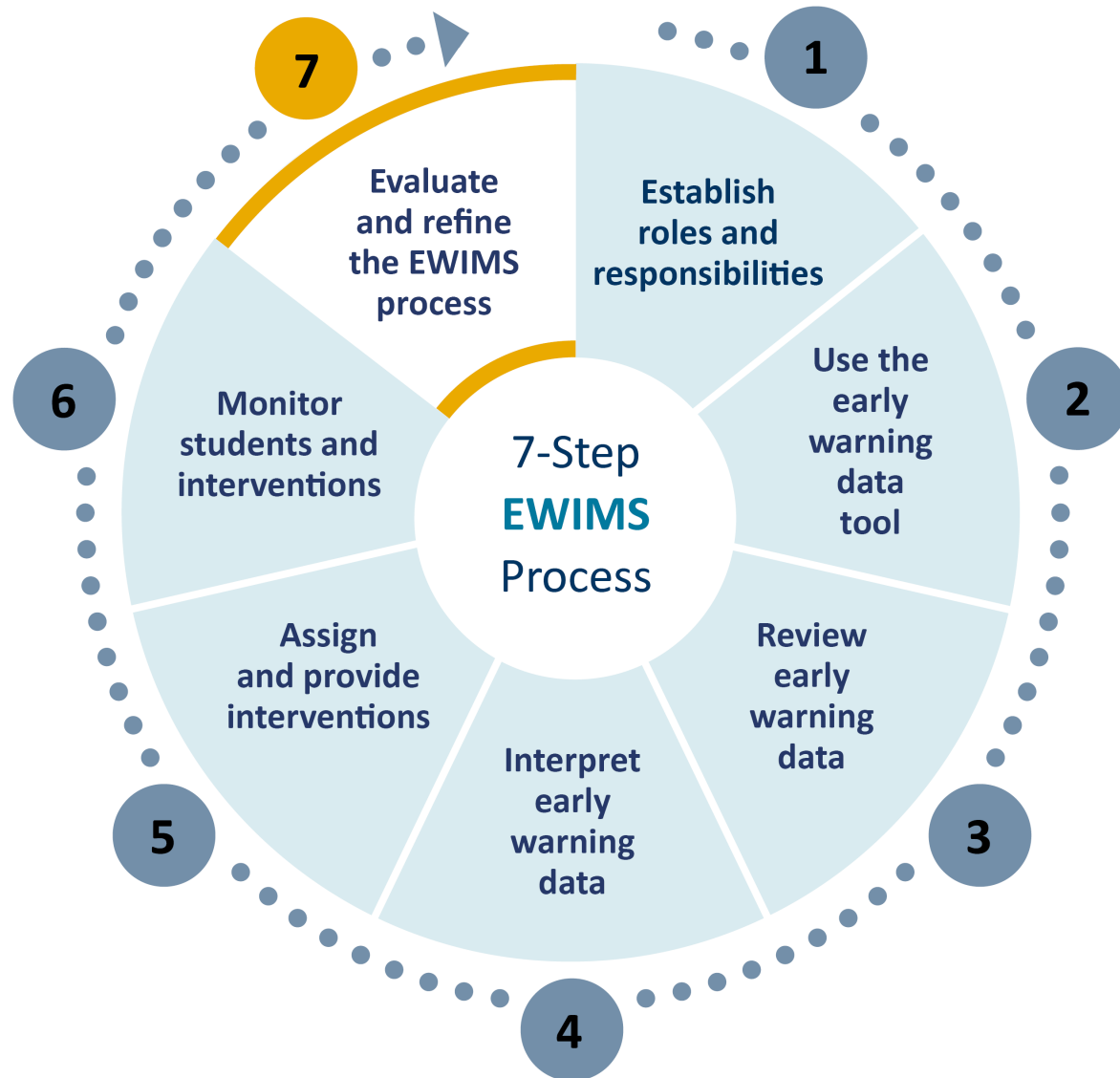




EWIMS STEP 7

Evaluating and Refining the EWIMS Process

EWIMS Step 7: Evaluate and Refine the EWIMS Process



Anticipated Outcomes for Step 7



- Understanding of implementation **strengths** and **challenges**
- Recommendations for **improvement**
- Understanding of the **process** and **team roles**



What You Need for Step 7



- End-of-year early warning indicator data reports
- Time to review
- Early warning indicator data for incoming students*

* Having these data is ideal, but not essential.

EWIMS Step 7: Evaluate and Refine the EWIMS Process



Reflect

What's working?

Not working?

Refine

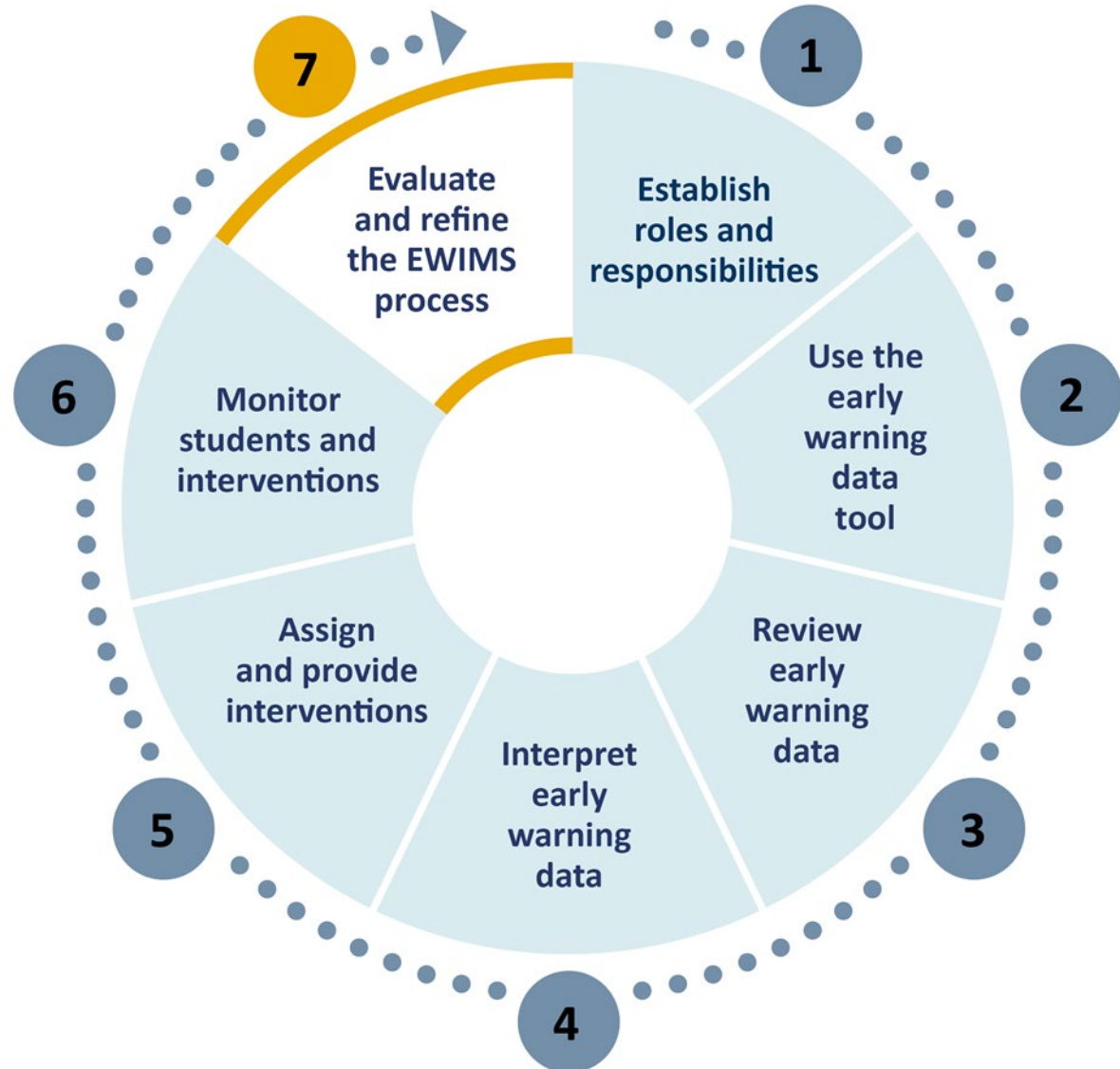
How to improve?

Three Key Elements

Data

7-Step Process

Interventions



Reflect on Key Elements: Data and 7-Step Process



Data

- Use of a **data tool**
- Trends over **time**

7-Step Process

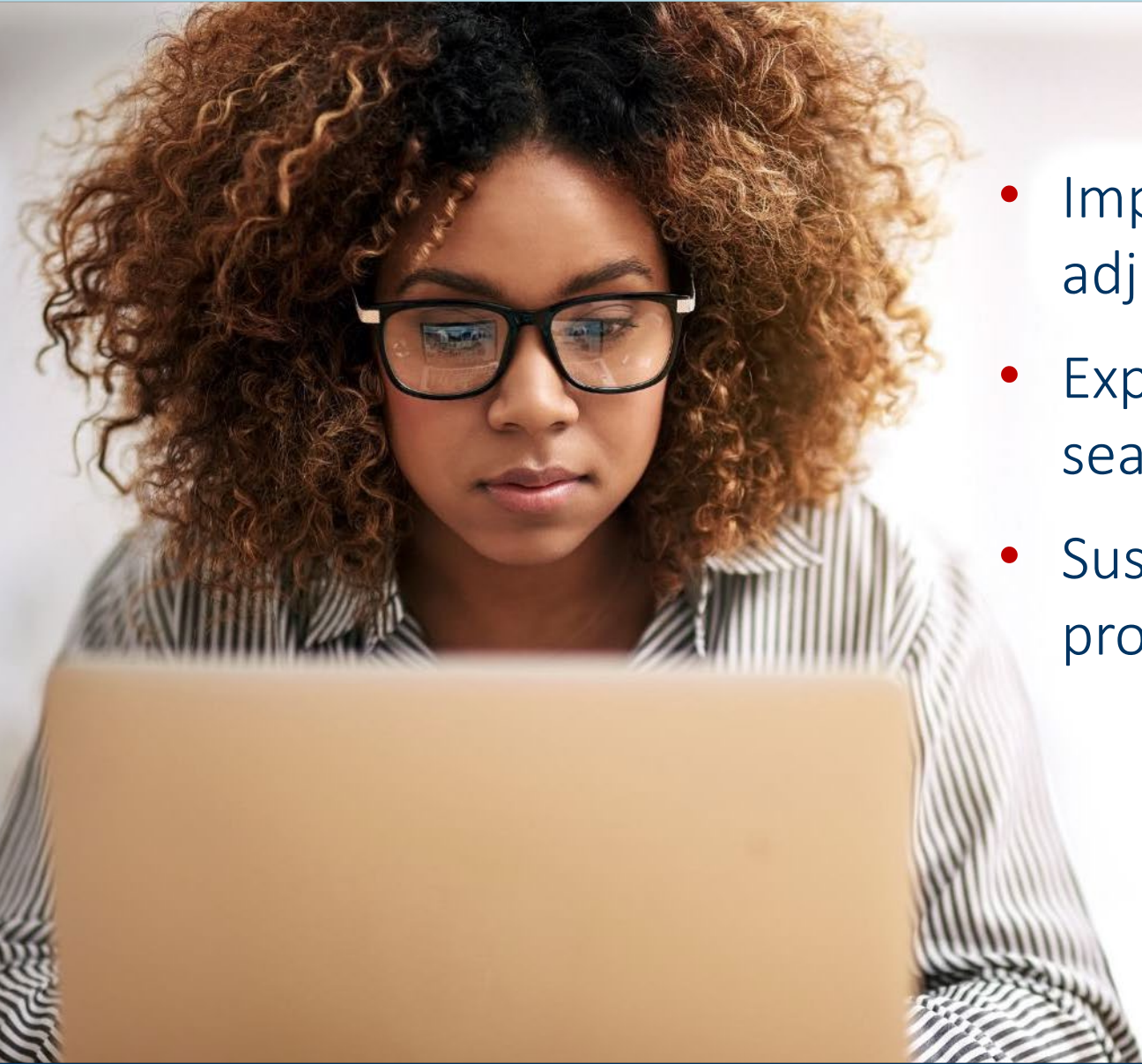
- **Alignment** of EWIMS with school priorities, policies, practices, and procedures
- Effectiveness of EWIMS **coordination** and **communication**
- **Efficiency** of team meetings

Reflect on Key Elements: Interventions



- **Availability** of interventions
- **Type** of interventions assigned at Tiers I, II, and III
- Especially **successful** interventions
- **Difficulties** associated with implementing each intervention

Refine the EWIMS Process in the Context of Your School



- Improvements and adjustments
- Expansion (e.g., more seats in interventions)
- Sustainment of progress

The Importance of Tier 1 Interventions

A woman with curly hair, wearing a maroon top, is speaking to two men in a meeting. She is gesturing with her hands as she speaks. The men are partially visible in the foreground, one on the left wearing a plaid shirt and one on the right wearing a blue shirt. The background is a bright, modern office setting.

***Many student needs at Tiers II and III?
Try bolstering Tier I interventions.***

Top Three Implementation Challenges of the EWIMS Process



1. Importing data into the tool
2. Staff turnover and onboarding new team members
3. Limited staff time to fully implement EWIMS

(Faria, Sorenson, Heppen, Bowdon, Taylor, Eisner & Foster, 2017)

Summary available: air.org/sites/default/files/Infographic-EWIMS-508_JR.pdf

Step 7 Challenge: Importing Data Into the Tool



Appoint a
data person

Step 7 Challenge: Staff Turnover and Onboarding New Team Members



Onboard
multiple times
a year

Step 7 Challenge: Limited Staff Time to Fully Implement EWIMS



Leverage
teamwork

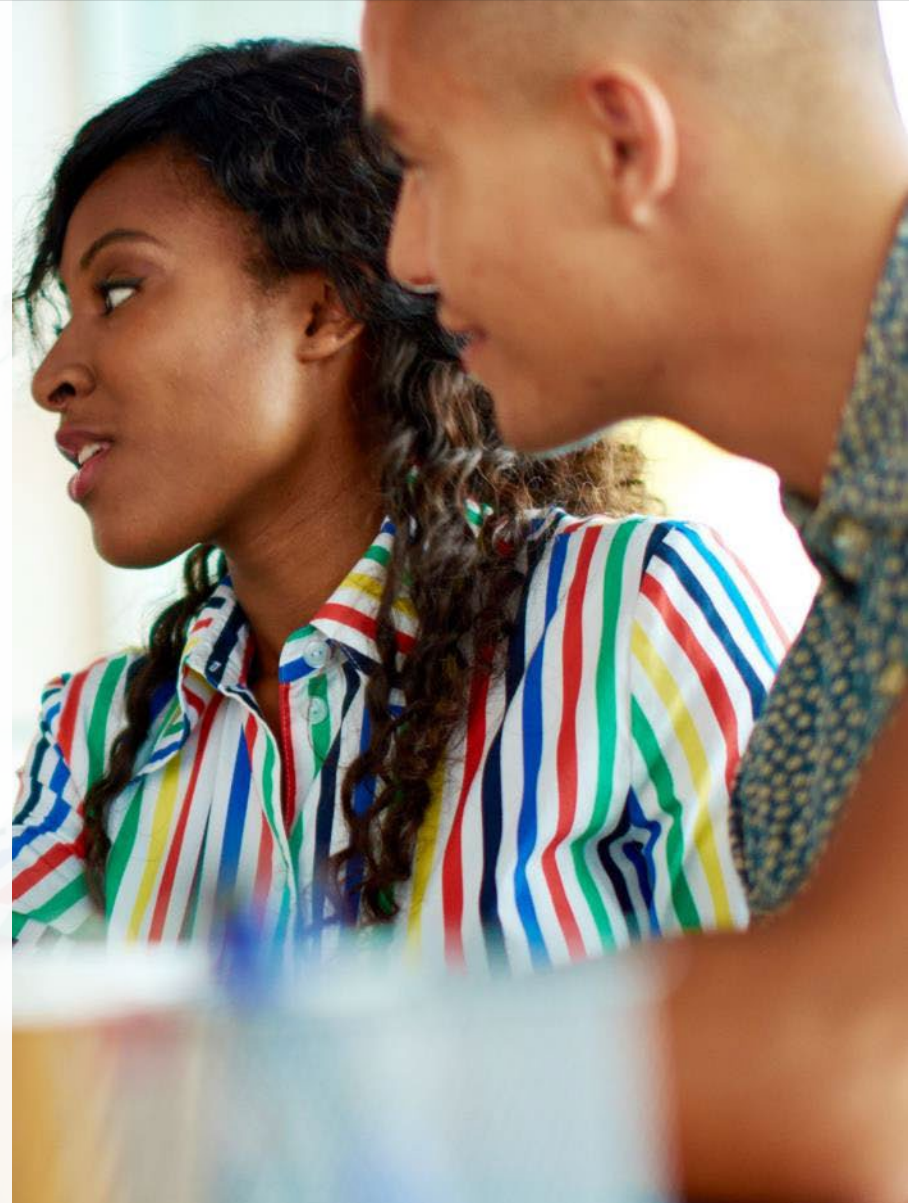
Keeping Students at the Center

- Disengagement from school is **gradual**.
- There are **identifiable signals** of disengagement.
- Data can be used to **identify trends**.
- Understanding trends enables educators to **intervene**.

Stick with the process and be patient!

Next Steps

- **View** all eight *EWIMS videos*.
- **Review** Michigan's *EWIMS Implementation Guide*.
- **Use** the *EWIMS Video Facilitation Guide*.



References

- Center for Public Education. (2005). *High-performing, high-poverty schools: Research review*.
- Faria, A. M., Sorensen, N., Heppen, J., Bowdon, J., Taylor, S., Eisner, R., & Foster, S. (2017). *Getting students on track for graduation: First-year impact of an Early Warning Intervention and Monitoring System* (REL 2017–272). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>
- Stempel, H., Cox-Martin, M., Bronsert, M., Dickinson, L. M., & Allison, M. A. (2017). Chronic school absenteeism and the role of adverse childhood experiences. *Academic Pediatrics*, 17(8), 837–843. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/28927940>
DOI: <https://doi.org/10.1016/j.acap.2017.09.013>

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