Overview of the Seven-Step Early Warning Intervention and Monitoring System
Early Warning Systems

- Disengagement from school is gradual.
- Students send identifiable signals.
- Data can be used to identify trends.
- Studying trends enables educators to intervene.
Early Warning Systems

• Predictive
• Research-based
• Actionable
Consortium on Chicago School Research

• One indicator—ninth graders seriously falling off track for graduation—is 85% predictive of future dropout.
• Recent research found that more than 50% of non-graduates can be identified as early as the ninth grade.
As early as the sixth grade, school-based factors can predict who will drop out.

Attendance, behavior, and course performance are the strongest predictors of school dropout.

These findings have been validated by state and district studies.
• EWIMS is a **seven-step, data-driven decision-making process.**

• EWIMS was developed by the National High School Center at American Institutes for Research (AIR).
EWIMS helps educators do the following:

- **Identify** students who are at risk of dropping out
- **Match** those students to interventions
- **Monitor** students’ progress and the success of the interventions
A rigorous impact study found EWIMS to be a promising evidence-based strategy.

After one year, EWIMS schools reduced chronic absences and course failure.
These indicators help educators flag which students are at risk of not graduating from high school.
Early Warning Indicators

- Attendance
- Behavior
- Course Performance
Early warning indicators are not the same as student classifications (e.g., special education codes, demographic categories, free/reduced-price lunch status).
## Indicators and National Thresholds for Middle Grades and High School

<table>
<thead>
<tr>
<th>Early Warning Indicators</th>
<th>Thresholds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Middle Grades</strong></td>
</tr>
<tr>
<td>Attendance</td>
<td>Missed 20% or more of instructional time</td>
</tr>
<tr>
<td></td>
<td><strong>High School</strong></td>
</tr>
<tr>
<td></td>
<td>Missed 10% or more of instructional time</td>
</tr>
<tr>
<td>Behavior</td>
<td>Locally validated thresholds</td>
</tr>
<tr>
<td>Course Performance</td>
<td>Failure in an English language arts (ELA) or mathematics course</td>
</tr>
<tr>
<td></td>
<td><strong>High School</strong></td>
</tr>
<tr>
<td></td>
<td>Failure in one or more courses</td>
</tr>
<tr>
<td></td>
<td>Earned 2.0 or lower GPA (on a four-point scale)</td>
</tr>
</tbody>
</table>

## Summary of Early Warning Indicators, Time Frames, and Thresholds in the Michigan Early Warning Data Tool

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Timing of Available Outputs</th>
<th>Risk-Indicator Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Caution</td>
<td>Available from beginning of school year as attendance information accumulates</td>
<td>Missed 5% or more of instructional time</td>
</tr>
<tr>
<td>Attendance Failure</td>
<td>Available from beginning of school year as attendance information accumulates</td>
<td>Missed 10% or more of instructional time</td>
</tr>
<tr>
<td>Behavior Caution</td>
<td>Available from beginning of school year as behavior information accumulates</td>
<td>Student has accumulated four or five school code of conduct violations</td>
</tr>
<tr>
<td>Behavior Failure</td>
<td>Available from beginning of school year as behavior information accumulates</td>
<td>Student has accumulated six or more school code of conduct violations and/or one or more state reportable offenses</td>
</tr>
<tr>
<td>Current Course Grades Caution</td>
<td>Available as soon as grades are posted for any term</td>
<td>Student has a grade between 60% and 69% for language arts and/or mathematics</td>
</tr>
<tr>
<td>Current Course Grades Failure</td>
<td>Available as soon as grades are posted for any term</td>
<td>Student has a grade below 60% for language arts and/or mathematics</td>
</tr>
</tbody>
</table>
To be successful, educators need to do more than identify students with red flags.
Identify the root causes of students being “off track”
They Can ...

*Match* students to interventions
They Can ...

Provide interventions with fidelity.

GREAT LAKES Comprehensive Center at American Institutes for Research
They Can ...

Monitor the progress of flagged students
They Can ... 

Assess whether the interventions are working
Seven-Step EWIMS Process

1. Establish roles and responsibilities
2. Use the early warning data tool
3. Review early warning data
4. Interpret early warning data
5. Assign and provide interventions
6. Monitor students and interventions
7. Evaluate and refine the EWIMS process
EWIMS Step 1: Establish Roles and Responsibilities

1. Establish roles and responsibilities
2. Review early warning data
3. Interpret early warning data
4. Assign and provide interventions
5. Monitor students and interventions
6. Evaluate and refine the EWIMS process
7. Use the early warning data tool

7-Step EWIMS Process

GREAT LAKES Comprehensive Center at American Institutes for Research
EWIMS Step 1: Establish Roles and Responsibilities

1. Establish roles and responsibilities

- **Right people**
  - Who should be at the table?

- **Right frequency**
  - How regularly should we meet?

- **Right duration**
  - How much time should we meet for?
EWIMS Step 1: Team Roles and Responsibilities

1. **Conduct** EWIMS team meetings that are well organized and documented.

2. **Communicate** plans outside of the EWIMS team.

3. **Solicit** feedback from stakeholders.

4. **Monitor** progress.
EWIMS Step 2: Use the Early Warning Data Tool

1. Establish roles and responsibilities
2. Use the early warning data tool
3. Review early warning data
4. Interpret early warning data
5. Assign and provide interventions
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7. Evaluate and refine the EWIMS process

7-Step EWIMS Process

GREAT LAKES Comprehensive Center at American Institutes for Research
**EWIMS Step 2: Michigan Data Hub Early Warning Data Tool**

**Trent High School**

**Early Warning System**

Jump to subcategory: [Failing Summary], [Percent Caution], [Percent Failing]

<table>
<thead>
<tr>
<th>METRIC VALUE (% of students)</th>
<th>TREND</th>
<th>SCHOOL GOAL</th>
<th>DIFFERENCE FROM GOAL</th>
<th>STUDENT ATTAINMENT # meeting student goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Failing Summary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent failing all 5 indicators</td>
<td>0.0 %</td>
<td>5.0 %</td>
<td>6.0 %</td>
<td>0 of 560</td>
</tr>
<tr>
<td>Percent failing 4 or more indicators</td>
<td>0.3 %</td>
<td>5.0 %</td>
<td>4.7 %</td>
<td>2 of 560</td>
</tr>
<tr>
<td>Percent failing 3 or more indicators</td>
<td>2.1 %</td>
<td>10.0 %</td>
<td>7.9 %</td>
<td>12 of 560</td>
</tr>
</tbody>
</table>

**Early Warning Indicators - Percent with 3 or more indicators below threshold - Student List**

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>GRADE LEVEL</th>
<th>DESIGNATIONS</th>
<th># OF FAILING EARLY WARNING METRICS</th>
<th>Metrics Failing</th>
<th>Metrics Caution</th>
<th>Interventions Assigned?</th>
<th>Daily Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faison, Raquel W.</td>
<td>9th</td>
<td></td>
<td>3</td>
<td>3</td>
<td>0</td>
<td></td>
<td>85.1 %</td>
</tr>
<tr>
<td>Heck, Adam V.</td>
<td>9th</td>
<td>L</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td></td>
<td>85.1 %</td>
</tr>
<tr>
<td>Keefe, Sophia U.</td>
<td>9th</td>
<td></td>
<td>3</td>
<td>3</td>
<td>0</td>
<td></td>
<td>75.3 %</td>
</tr>
</tbody>
</table>
EWIMS Step 3: Review Early Warning Data

1. Establish roles and responsibilities
2. Use the early warning data tool
3. Review early warning data
4. Interpret early warning data
5. Assign and provide interventions
6. Monitor students and interventions
7. Evaluate and refine the EWIMS process
EWIMS Step 3: Reviewing Early Warning Data

- **Review** information for flagged students.
- **Explore** patterns in student-level and school-level data.
- **Identify** information gaps.
- **Prioritize** student needs.

**What does the data tell us?**
EWIMS Step 4: Interpret Early Warning Data

1. Establish roles and responsibilities
2. Use the early warning data tool
3. Review early warning data
4. Interpret early warning data
5. Assign and provide interventions
6. Monitor students and interventions
7. Evaluate and refine the EWIMS process

7-Step EWIMS Process
EWIMS Step 4: Consider Contextual Factors

4

Interpret early warning data

Individual Concerns (academic, physical, social, emotional)

Classroom

School

Family

Community
EWIMS Step 4: 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 causes of risk.

*Why is this occurring?*
EWIMS Step 5: Assign and Provide Interventions

1. Establish roles and responsibilities
2. Use the early warning data tool
3. Review early warning data
4. Interpret early warning data
5. Assign and provide interventions
6. Monitor students and interventions
7. Evaluate and refine the EWIMS process
EWIMS Step 5: Assign and Provide Interventions

• **Consider** potential interventions and available resources.

• **Match** students to specific interventions.

• **Agree** on a plan and next steps.

• **Communicate** the plan to key participants.
<table>
<thead>
<tr>
<th>EWIMS Step 5: Tiered Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier I</strong> (for all students in the school)</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
</tr>
<tr>
<td><strong>Course Performance</strong></td>
</tr>
</tbody>
</table>
EWIMS Step 5: Evidence-Based Practices and Intervention Resources

- Best Evidence Encyclopedia
- Center on Instruction
- Collaborative for Academic, Social, and Emotional Learning
- College and Career Readiness and Success Center
- Doing What Works
- National Center on Intensive Intervention
- National Dropout Prevention Center/Network
- What Works Clearinghouse
EWIMS Step 6: Monitor Students and Interventions

7-Step EWIMS Process:
1. Establish roles and responsibilities
2. Use the early warning data tool
3. Review early warning data
4. Interpret early warning data
5. Assign and provide interventions
6. Monitor students and interventions
7. Evaluate and refine the EWIMS process
EWIMS Step 6: Monitoring Students

Identify students

- whose needs are not being met
- who are showing progress
- who are no longer struggling
EWIMS Step 6: Monitoring Interventions

Review by *type* (attendance, behavior, course performance) and *tier* (I, II, III).

- Was the intervention implemented as intended?
- Did the student(s) participate?
- Was the dosage (duration and intensity) sufficient?
- What were the outcomes? Fewer flags? Different flags? Patterns?
EWIMS Step 7: Evaluate and Refine the EWIMS Process
EWIMS Step 7: Evaluate and Refine the EWIMS Process

**Reflect**
Working? Not working?

**Refine**
How to improve?
Top 3 Implementation Challenges

1. Importing data into the tool
2. Staff turnover
3. Limited staff time