EWIMS STEP 4
Interpreting Early Warning Data
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
What is the problem?

Why is it occurring?
What is the problem?

Step 3

What

Who
Underlying/Root Causes

Why is it occurring?

Where

When

Why

Step 4
Symptoms Versus Underlying Causes

What is the problem?

Why is it occurring?

Step 3
Identify symptoms.

Step 4
Determine underlying causes.

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Step 4 Summary

- 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 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

1. *Invoke* shared agreements.
2. *Create* a real-time “watch list.”
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.


