EWIMS STEP 6
Monitoring Interventions and Student Progress

Early Warning Intervention and Monitoring System was developed under the National High School Center, funded by U.S. Department of Education Grant S283B050028
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

GREAT LAKES Comprehensive Center at American Institutes for Research
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
**Tip:** Keeping detailed notes will facilitate monitoring.

<table>
<thead>
<tr>
<th>Student</th>
<th>Intervention / Plan related to underlying cause</th>
<th>Person responsible for intervention</th>
<th>Measure(s) of progress</th>
<th>Person responsible for data collection</th>
<th>Date to review progress (i.e. next appropriate EWIMS meeting date)</th>
<th>Communication with stakeholders</th>
</tr>
</thead>
</table>
| Michael | Math tutoring on a 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?

- Intervention Results
- Early Warning Data
- Intervention Fidelity
How Does the EWIMS Team Monitor?

- Intervention Results
- Early Warning Data
- Intervention Fidelity
- Examine delivery
How Does the EWIMS Team Monitor?

- Measure progress
- Intervention Results
- Early Warning Data
- Intervention Fidelity
Making and Communicating Adjustments

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

Adjustments must be communicated to all stakeholders.
How Does the EWIMS Team Monitor?

- Intervention Results
- Early Warning Data
- Intervention Fidelity

Look for trends
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
Step 6 Challenge: Removing an Intervention Too Soon

Patience
Step 6 Challenge: Overburdened Educators

Tier I interventions
Step 6 Challenge: Blaming Students and Families

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

![Student Interventions](image)

### Early Warning System Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>Attendance</td>
<td>82.7%</td>
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<tr>
<td>School Code of Conduct</td>
<td>0</td>
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<tr>
<td>State Reportable Offenses</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>26</td>
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<tr>
<td>Language Arts</td>
<td>46</td>
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</table>

### Interventions

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Start Date</th>
<th>Expected Completion Date</th>
<th>Level</th>
<th>Assigned By</th>
<th>Date Completed</th>
<th>Security</th>
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</thead>
<tbody>
<tr>
<td>Attendance Counseling</td>
<td>02/20/2017</td>
<td>03/17/2017</td>
<td>Tier 3</td>
<td>Off</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tracking Interventions in the Michigan Data Hub

Assign interventions.

Mark complete and rate the intervention.

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?
earlywarningsystems@air.org

10 S. Riverside Plaza, Suite 600
Chicago, IL 60606-5500
General information: (312) 288-7600
www.air.org

Michigan Data Hub Early Warning
Data Tool:

Support@MIDataHub.org

Michigan Data Hub
1819 E. Milham Road
Portage, MI 49002
(269) 250-9264