

# 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.





# Research Base for Early Warning Systems



## 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.



# Research Base for Early Warning Systems

## Johns Hopkins Everyone Graduates Center

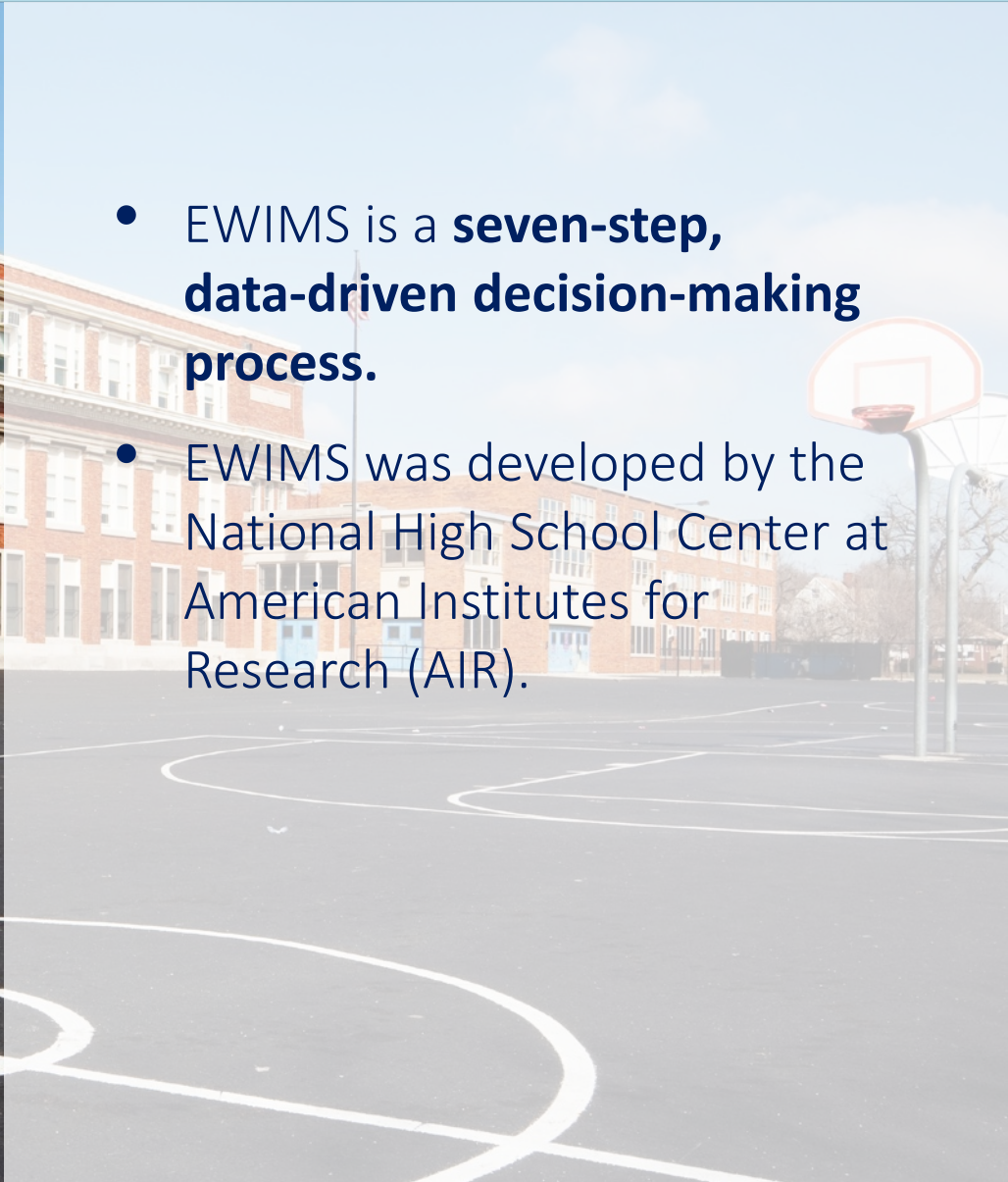
- As early as the sixth grade, school-based factors can predict who will drop out.
- Attendance, behavior, and course performance are the strongest predictors of school dropout.
- These findings have been validated by state and district studies.



# EWIMS: Early Warning Intervention and Monitoring System



- 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



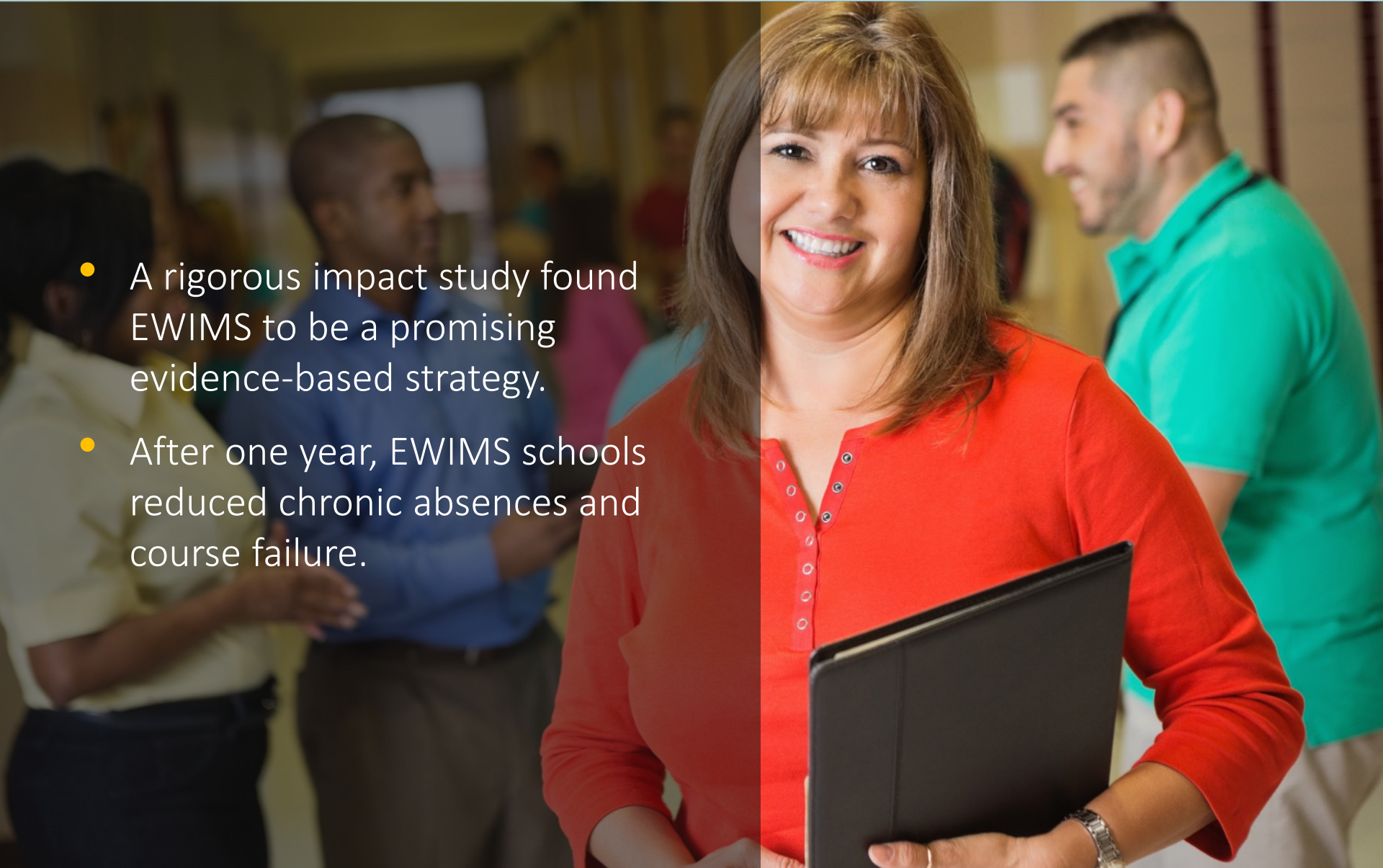
**EWIMS** helps educators do the following:

- **Identify** students who are at risk of dropping out
- **Match** those students to interventions
- **Monitor** students' progress and the success of the interventions



# Research Base for EWIMS

- A rigorous impact study found EWIMS to be a promising evidence-based strategy.
- After one year, EWIMS schools reduced chronic absences and course failure.







# Early Warning Indicators



These indicators help educators flag which students are at risk of not graduating from high school.



# Early Warning Indicators



- Attendance
- Behavior
- **Course Performance**



# Additional Student Data




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

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

Therriault, S. B., O’Cummings, M., Heppen, J., Yerhot, L., & Scala, J. (2013). High school early warning intervention monitoring system implementation guide. Washington, DC: American Institutes for Research, National High School Center.



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

Indicator	Timing of Available Outputs	Risk-Indicator Threshold
<b>Attendance Caution</b>	Available from beginning of school year as attendance information accumulates	Missed 5% or more of instructional time
<b>Attendance Failure</b>	Available from beginning of school year as attendance information accumulates	Missed 10% or more of instructional time
<b>Behavior Caution</b>	Available from beginning of school year as behavior information accumulates	Student has accumulated four or five school code of conduct violations
<b>Behavior Failure</b>	Available from beginning of school year as behavior information accumulates	Student has accumulated six or more school code of conduct violations and/or one or more state reportable offenses
<b>Current Course Grades Caution</b>	Available as soon as grades are posted for any term	Student has a grade between 60% and 69% for language arts and/or mathematics
<b>Current Course Grades Failure</b>	Available as soon as grades are posted for any term	Student has a grade below 60% for language arts and/or mathematics



# What Can Educators Do?



To be successful,  
educators need to do  
more than identify  
students with red flags.



# They Can ...

*Identify* the root causes of students being “off track”





# They Can ...

*Match* students  
to interventions







# They Can ...



*Provide*  
interventions  
with fidelity.



# They Can ...



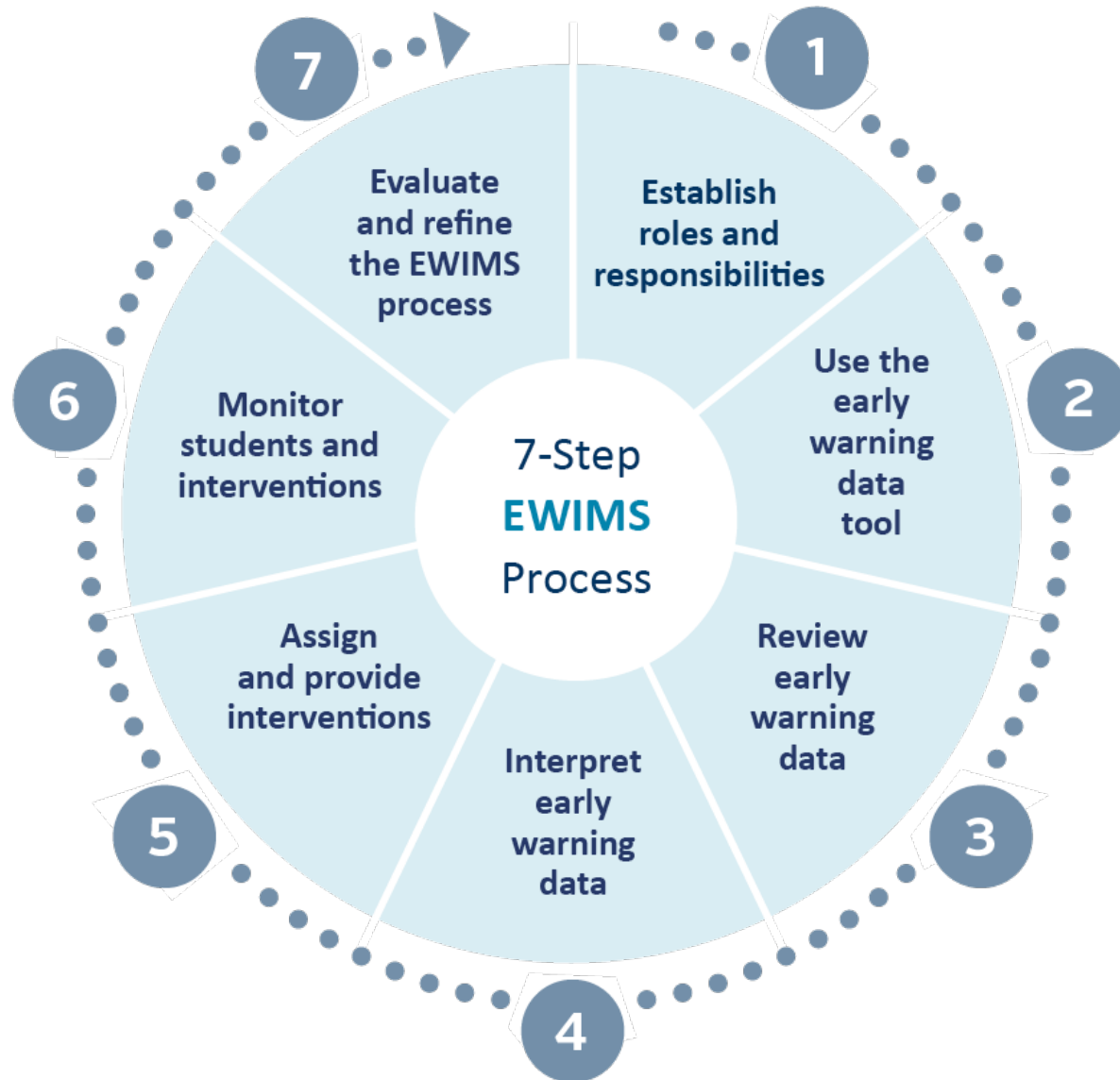
**Monitor** the progress  
of flagged students



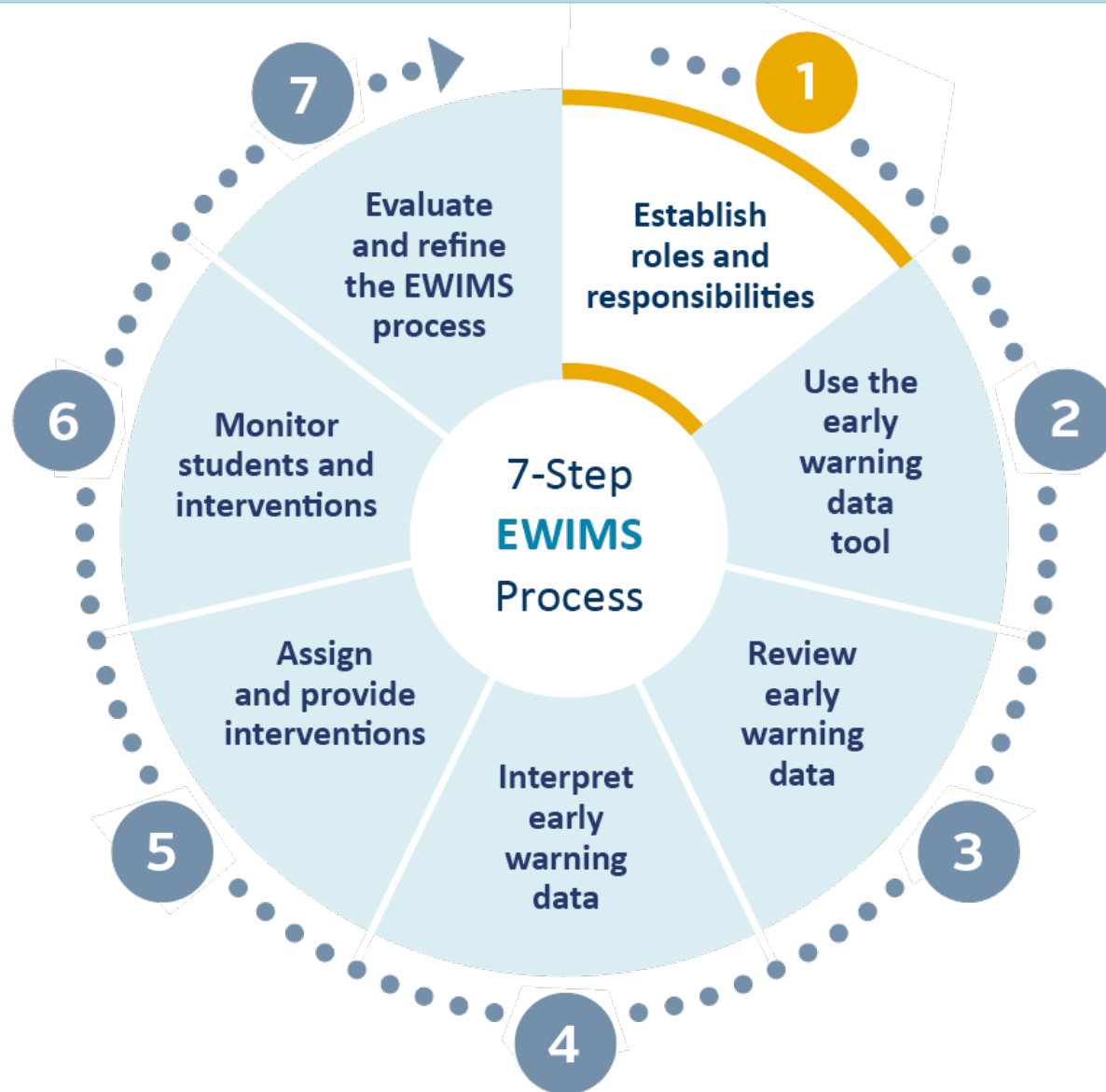
# They Can ...

**Assess** whether the interventions are working

# Seven-Step EWIMS Process



# EWIMS Step 1: Establish Roles and Responsibilities



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## ***Right people***

- Who should be at the table?

## ***Right frequency***

- How regularly should we meet?

## ***Right duration***

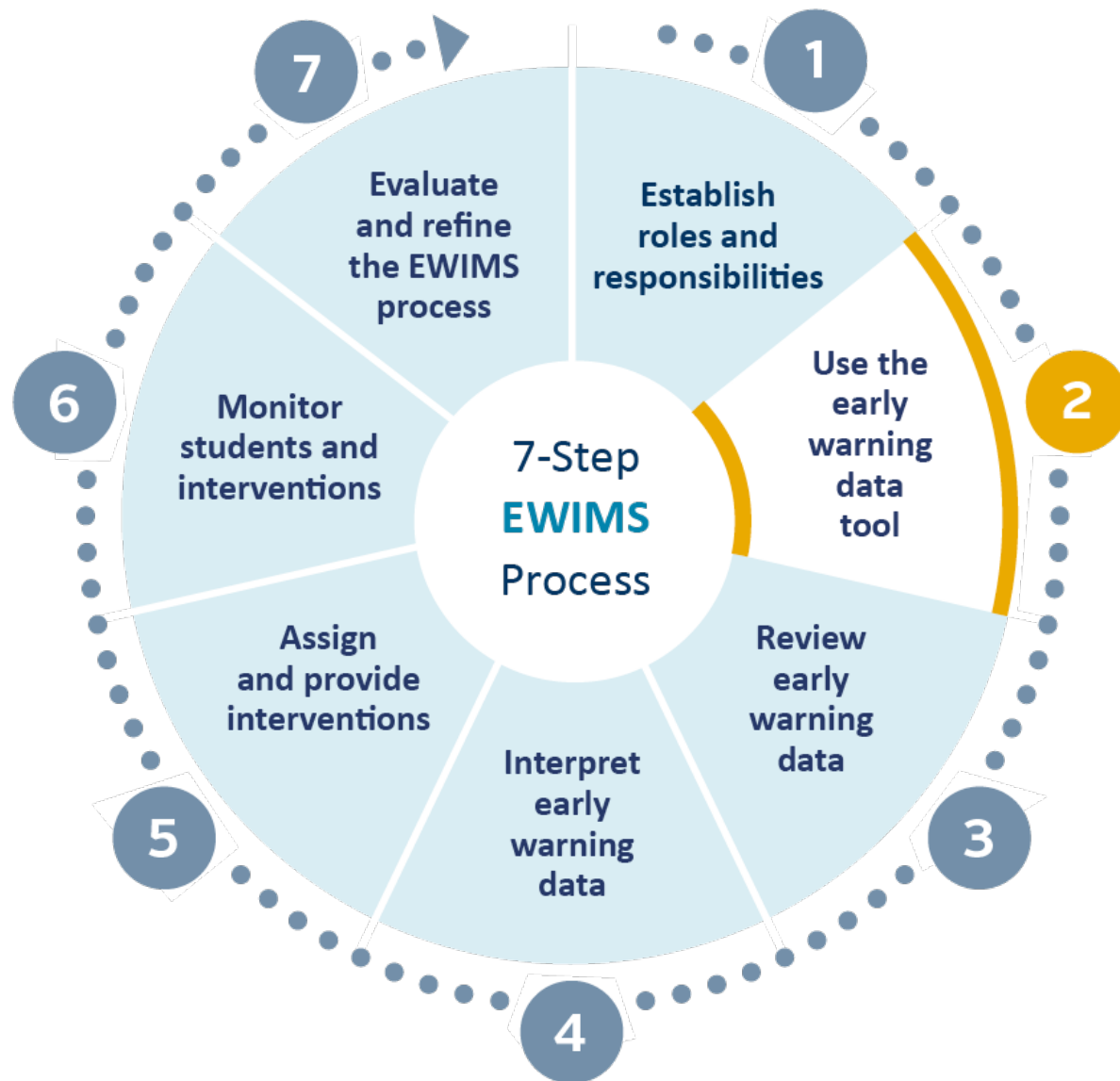
- How much time should we meet for?

# EWIMS Step 1: Team Roles and Responsibilities



- **Conduct** EWIMS team meetings that are well organized and documented.
- **Communicate** plans outside of the EWIMS team.
- **Solicit** feedback from stakeholders.
- **Monitor** progress.

# EWIMS Step 2: Use the Early Warning Data Tool





# EWIMS Step 2: Michigan Data Hub Early Warning Data Tool



## Trent High School

- School Information
- Academic Dashboard
- Operational Dashboard
- Goal Planning
- Dashboard Usage
- Early Warning System

### Early Warning System

Jump to subcategory: [Failing Summary](#) | [Percent Caution](#) | [Percent Failing](#)

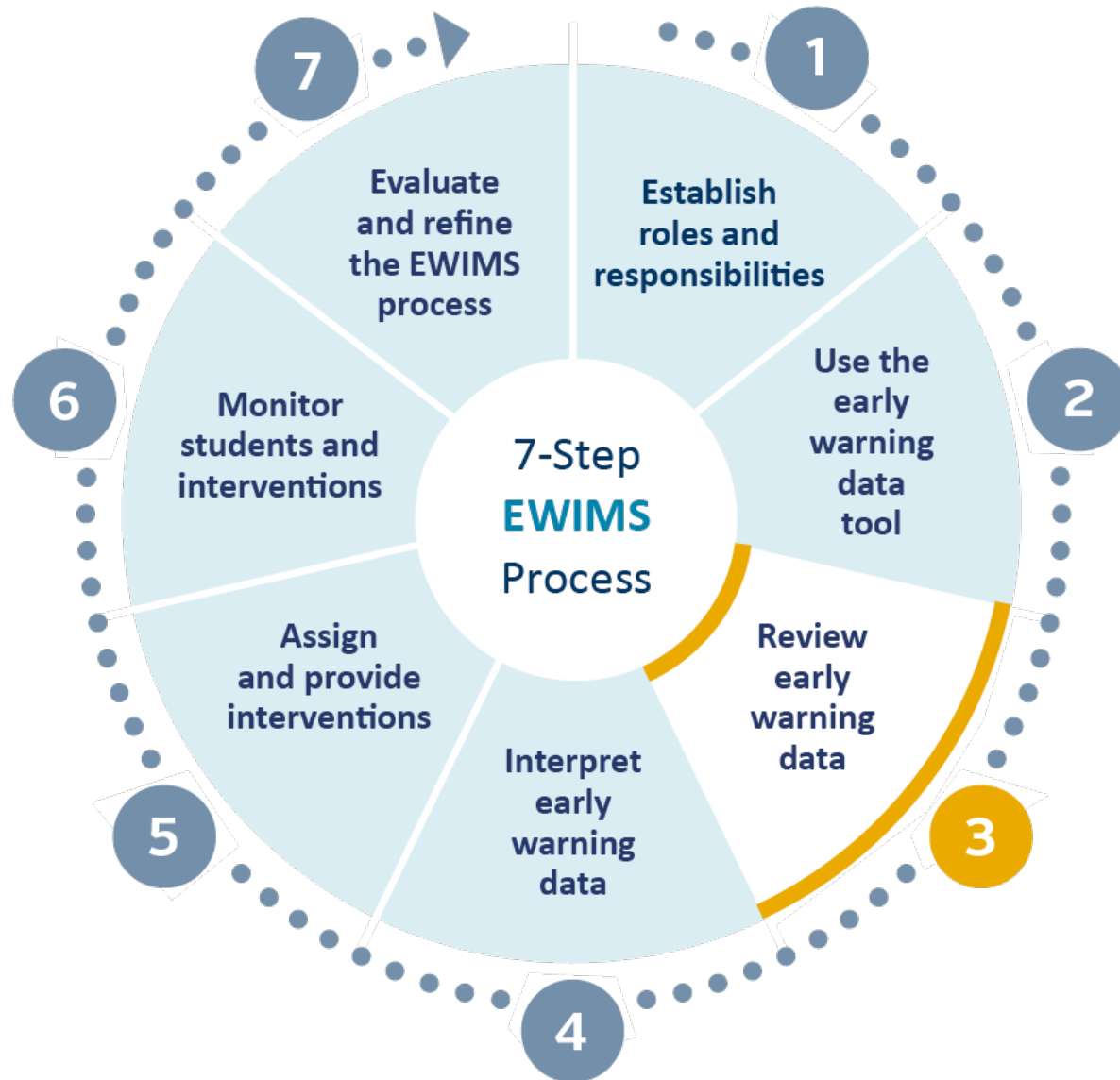
FAILING SUMMARY	METRIC VALUE (% of students)	TREND	SCHOOL GOAL	DIFFERENCE FROM GOAL	STUDENT ATTAINMENT (# meeting student g
<b>Failing Summary</b> Percent of students failing Early Warning Indicators					
■ Percent failing all 5 indicators	0.0 %		5.0 %	5.0 %	0 of 560
■ Percent failing 4 or more indicators	0.3 %		5.0 %	4.7 %	2 of 560
■ Percent failing 3 or more indicators	2.1 %		10.0 %	7.9 %	12 of 560

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

↓ CUSTOMIZE VIEW

STUDENT ^	GRADE LEVEL	DESIGNATIONS	# OF FAILING EARLY WARNING METRICS	EARLY WAR			
				Metrics Failing	Metrics Caution	Interventions Assigned?	Daily Attendance Rate
<a href="#">Faison, Raquel W.</a>	9th		3	3	0		85.1 %
<a href="#">Heck, Adam V.</a>	9th	L	3	3	0		85.1 %
<a href="#">Keefe, Sophia U.</a>	9th		3	3	0		75.3 %

# EWIMS Step 3: Review Early Warning Data



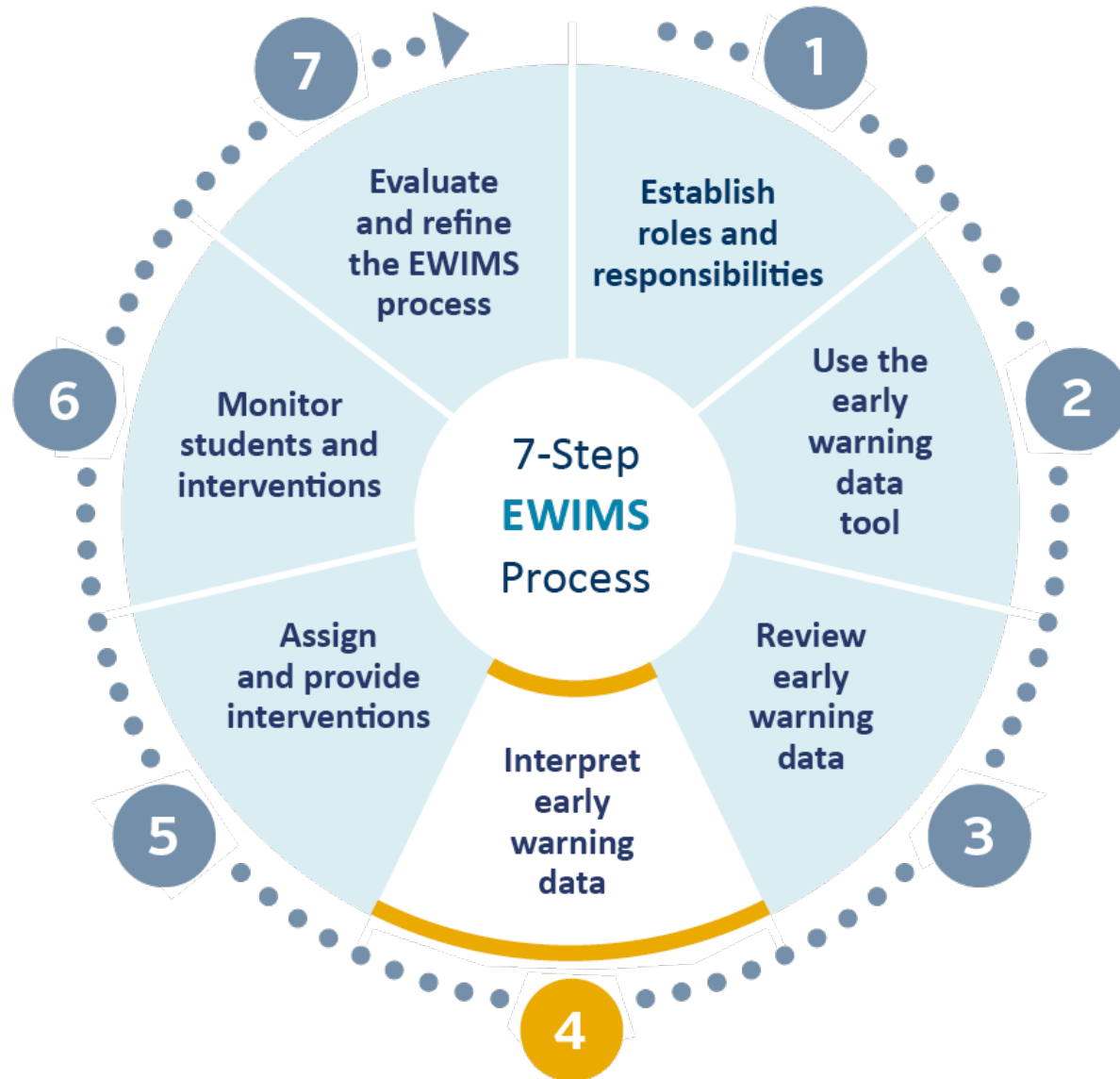
# EWIMS Step 3: Reviewing Early Warning Data



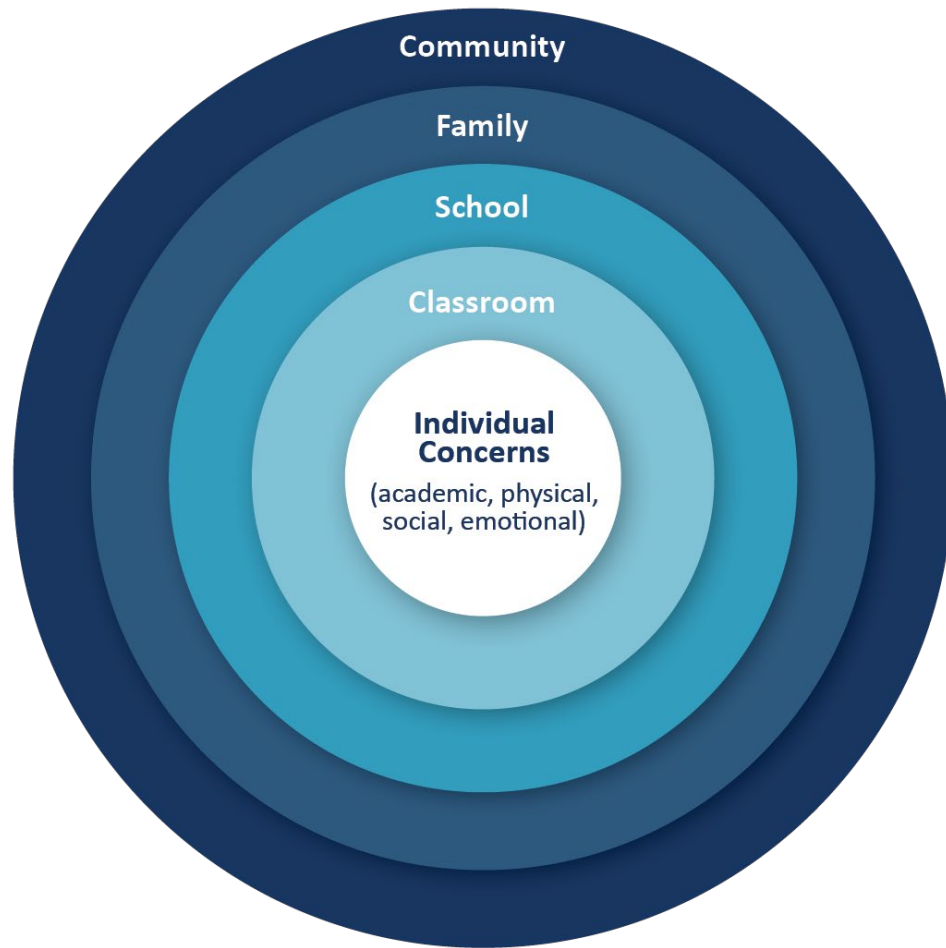
- **Review** information for flagged students.
- **Explore** patterns in student-level and school-level data.
- **Identify** information gaps.
- **Prioritize** student needs.

*What does the data tell us?*

# EWIMS Step 4: Interpret Early Warning Data



# EWIMS Step 4: Consider Contextual Factors



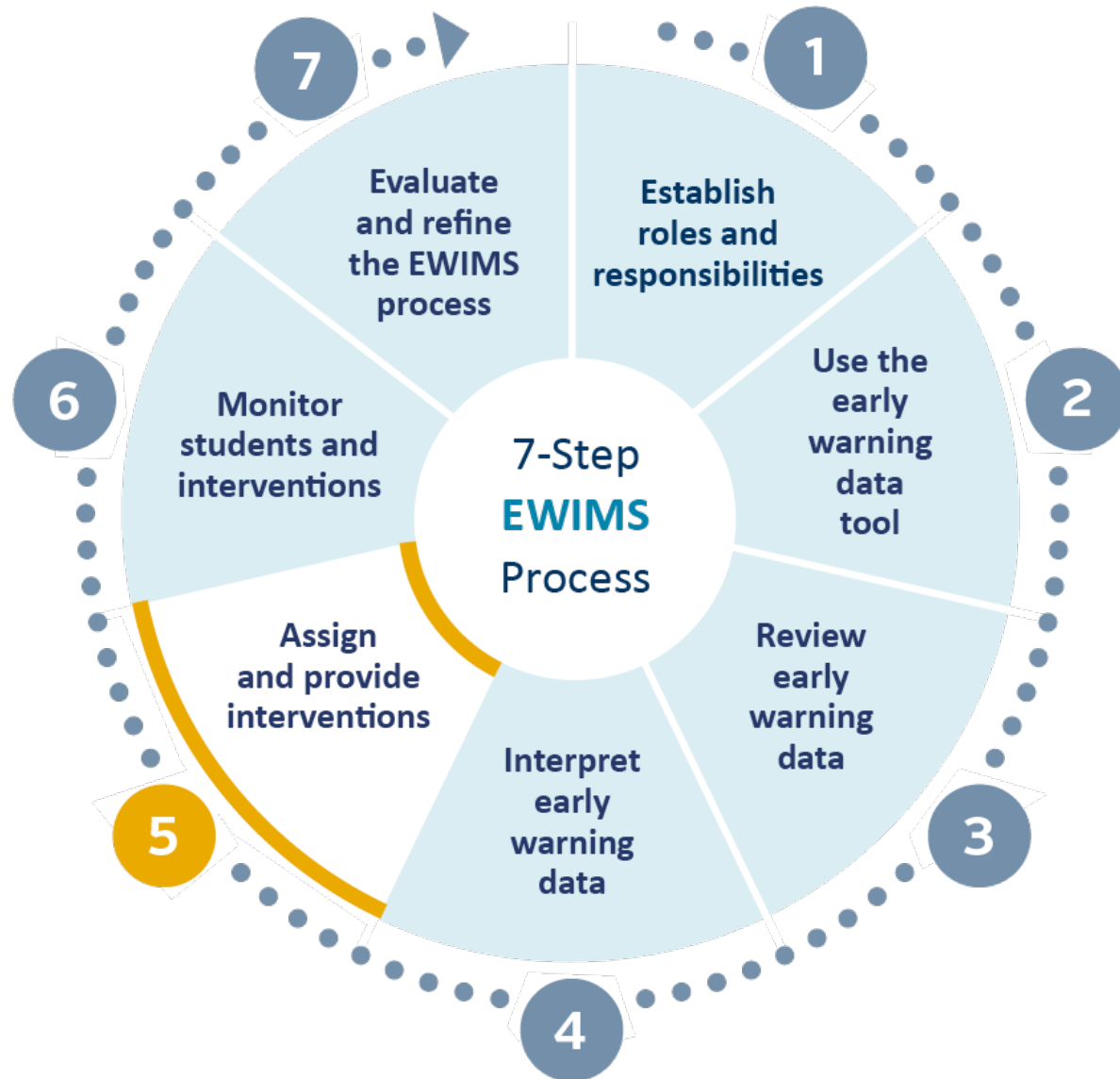
# EWIMS Step 4: Interpret Early Warning Data



- **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



# 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.



# EWIMS Step 5: Tiered Interventions

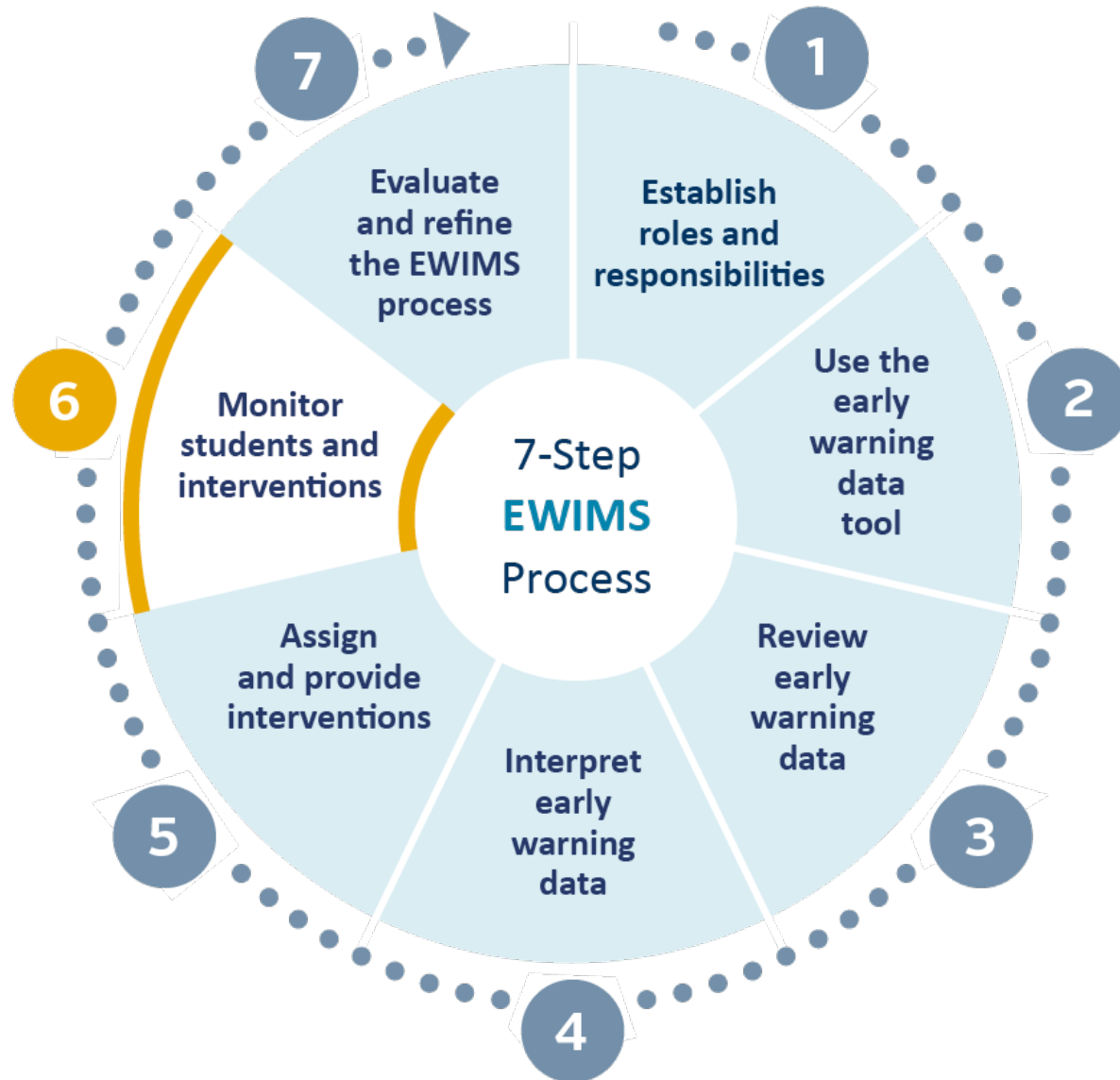
	<b>Tier I</b> (for all students in the school)	<b>Tier II</b> (for small groups of students with common needs)	<b>Tier III</b> (for individual students with the highest level of need)
<b>Attendance</b>	<b>Example:</b> Automatic calls	<b>Example:</b> Peer wake-up calls	<b>Example:</b> Parent conference
<b>Behavior</b>	<b>Example:</b> Schoolwide expectations from PBIS (Positive Behavioral Interventions and Supports)	<b>Example:</b> Lunch group	<b>Example:</b> Referral to in-school counseling
<b>Course Performance</b>	<b>Example:</b> Study hall with ELA teacher	<b>Example:</b> Peer tutoring	<b>Example:</b> Individualized online math program

# EWIMS Step 5: Evidence-Based Practices and Intervention Resources

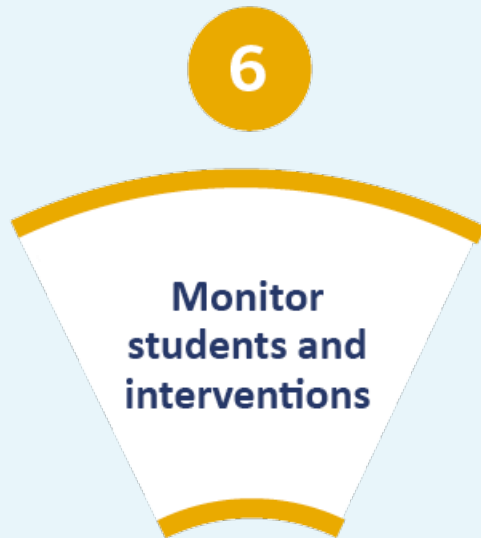


- Best Evidence Encyclopedia
- Center on Instruction
- Collaborative for Academic, Social, and Emotional Learning
- College and Career Readiness and Success Center
- Doing What Works
- National Center on Intensive Intervention
- National Dropout Prevention Center/Network
- What Works Clearinghouse

# EWIMS Step 6: Monitor Students and Interventions



# EWIMS Step 6: Monitoring Students



## **Identify students**

- whose needs are not being met
- who are showing progress
- who are no longer struggling

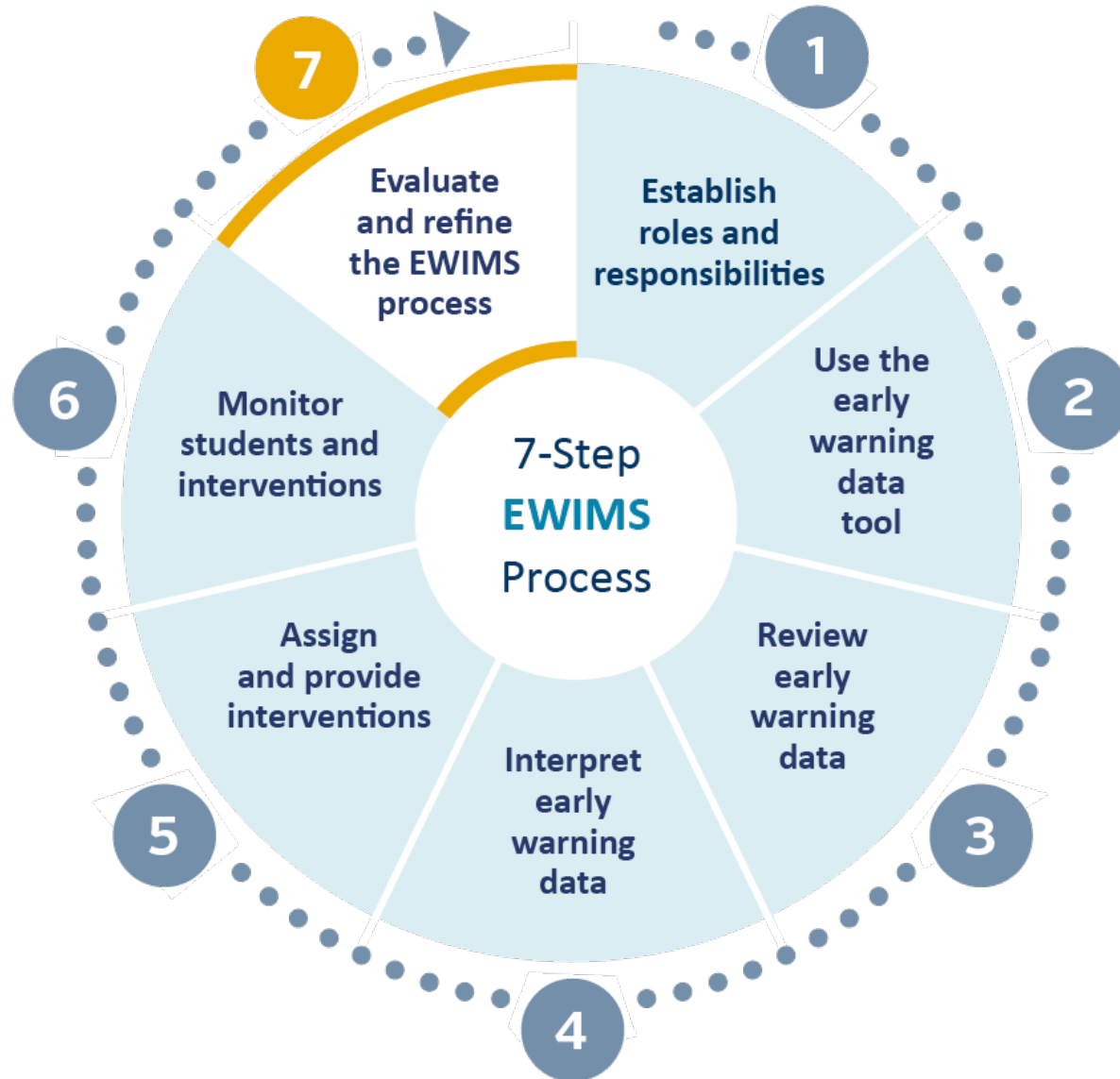
# EWIMS Step 6: Monitoring Interventions



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

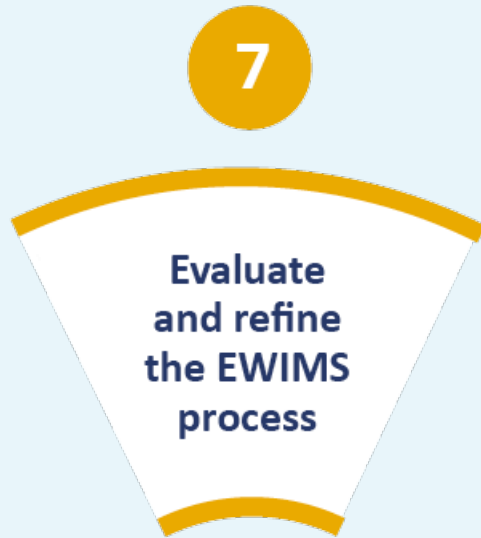
- Was the intervention implemented as intended?
- Did the student(s) participate?
- Was the dosage (duration and intensity) sufficient?
- What were the outcomes? Fewer flags? Different flags? Patterns?

# 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





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