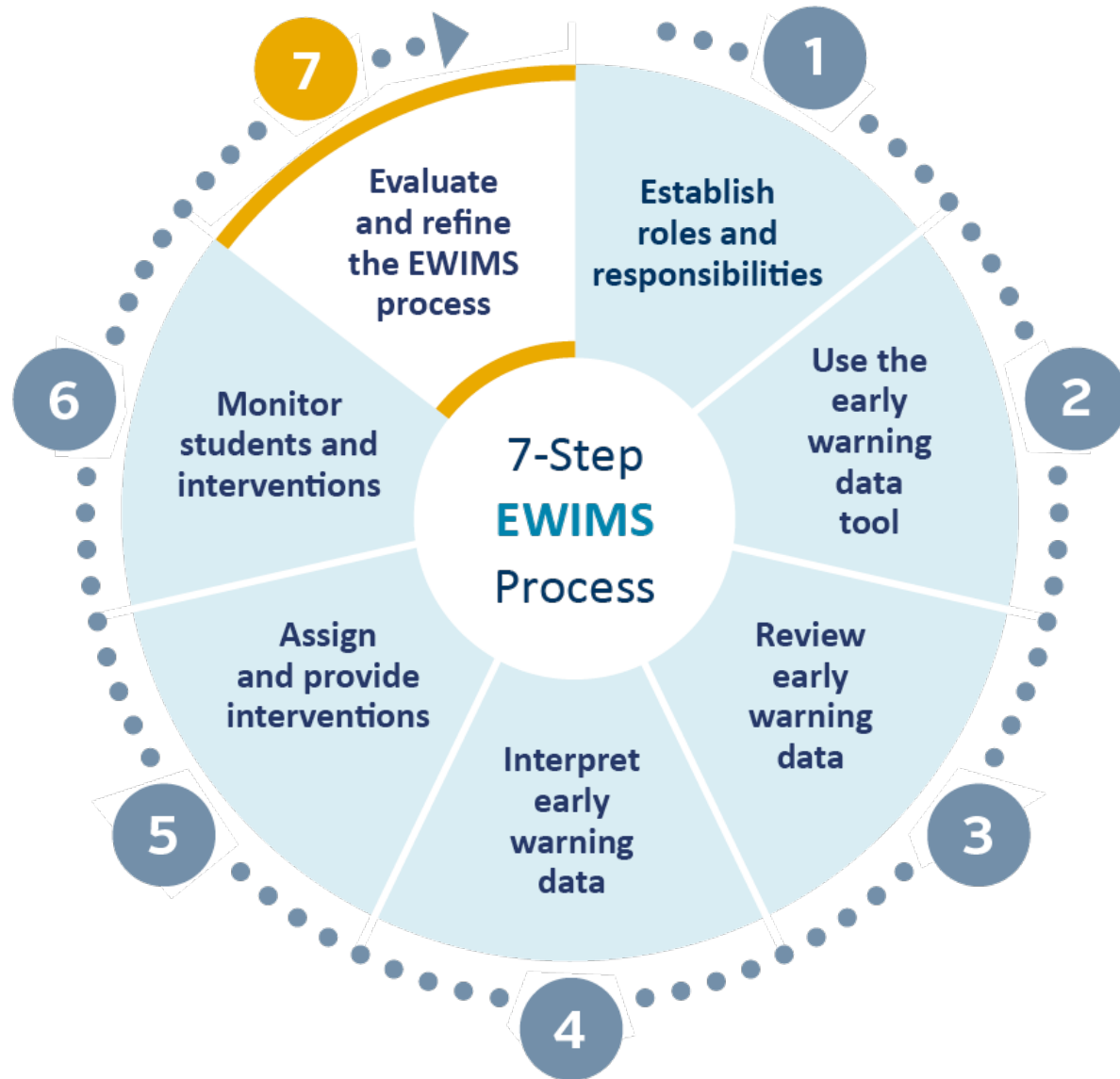




EWIMS STEP 7
Evaluating and Refining the EWIMS Process



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

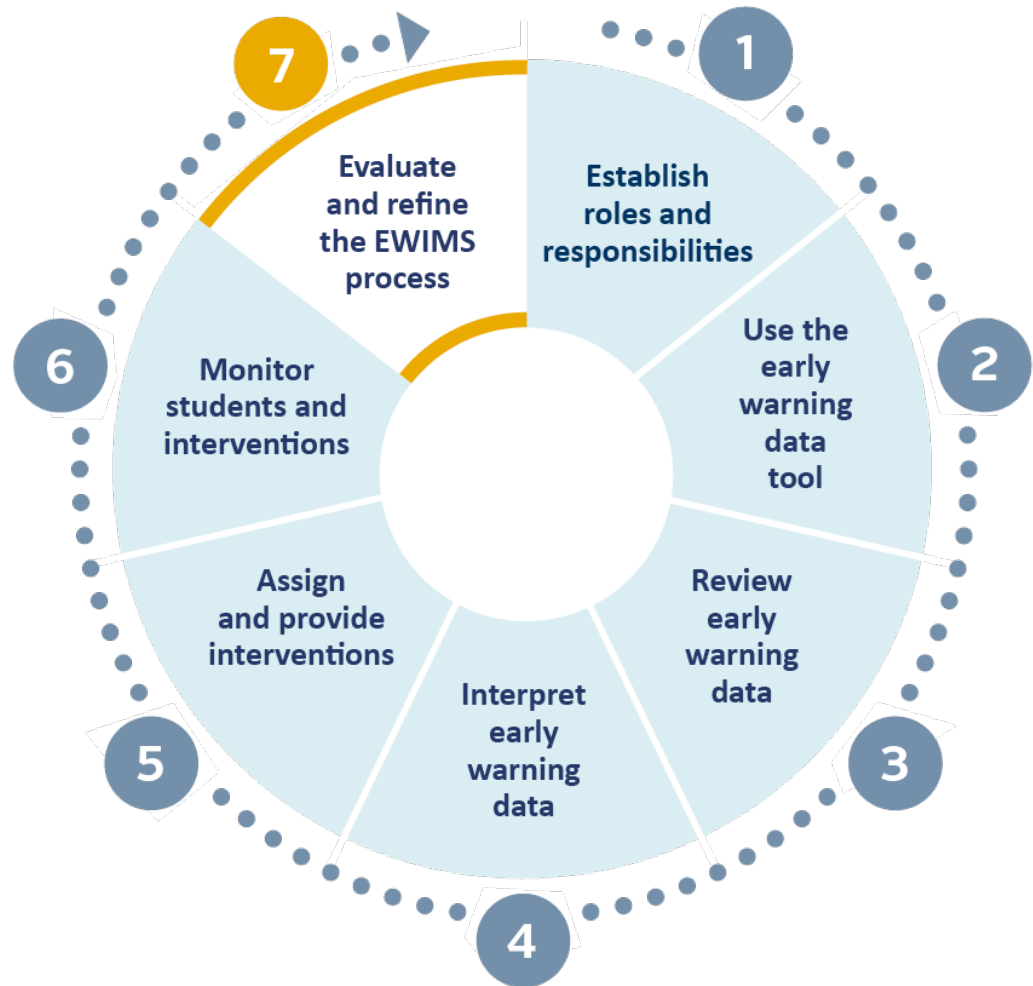
How to improve?

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

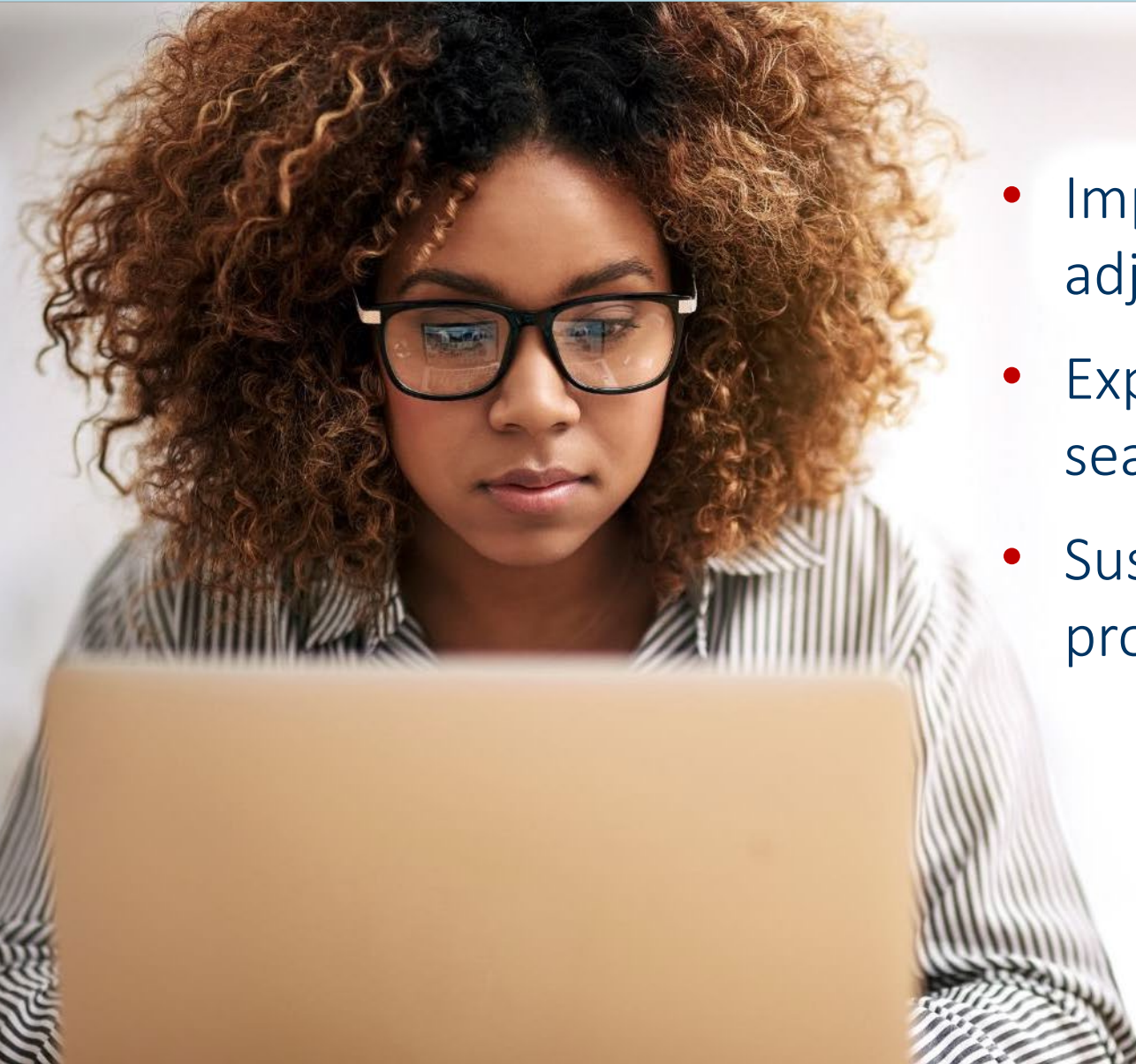
Reflect on Key Elements: Interventions



- **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



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



Top Three Implementation Challenges of the EWIMS Process



- 
- A photograph of a man in a blue shirt sitting at a desk, working on a laptop. He is looking at the screen and has a pen in his hand. The background is slightly blurred, suggesting an office or meeting room environment.
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

A close-up photograph of a person's hands typing on a laptop keyboard. The hands are positioned over the keyboard, with fingers pressing down on the keys. The background is blurred, showing the laptop screen and the person's torso.


Appoint a
data person



Step 7 Challenge: Staff Turnover and Onboarding New Team Members

A photograph of three women sitting around a table in a meeting. The woman on the left is Black with long dark hair, wearing a blue top. The woman in the center is white with long dark hair, wearing a purple turtleneck. The woman on the right is white with long blonde hair, wearing a light green blazer, and is seen from the back. They are all looking towards the center woman, who is holding a tablet. The background shows a wooden wall with a calendar and a window.

Onboard
multiple times
a year

A photograph of a long hallway filled with rows of yellow lockers. The lockers are arranged in two rows, one above the other. The hallway is brightly lit with recessed ceiling lights. A door is visible on the right side of the hallway. A blue circular graphic is overlaid on the left side of the image, containing the text 'Leverage teamwork'.

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**.

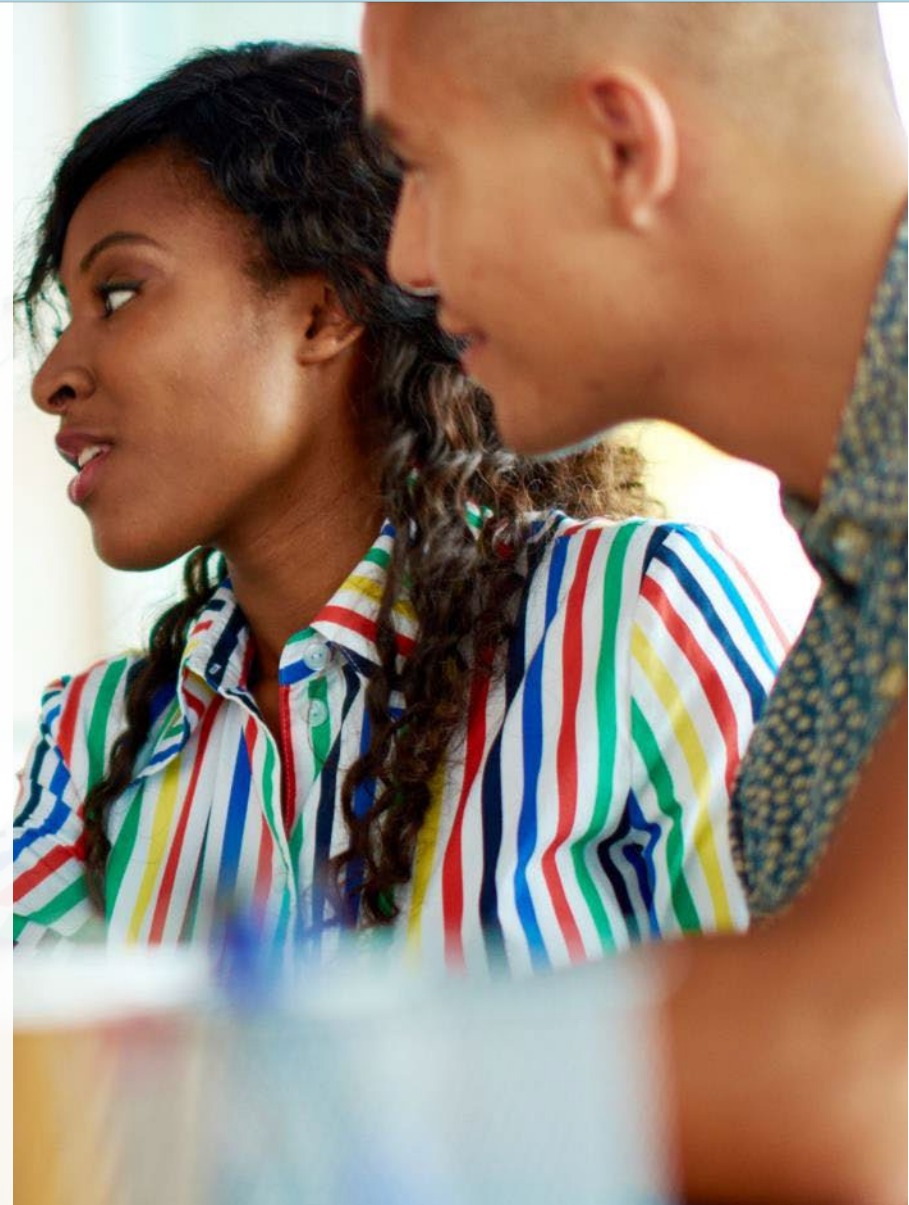


Stick with the process and be patient!



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*. Retrieved from <http://www.centerforpubliceducation.org/Main-Menu/Organizing-aschool/High-performing-high-poverty-schools-At-a-glance-/High-performing-highpoverty-schools-Research-review.html>
- 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>
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