Transcript for Post-Webinar Live Chat, *The EWIMS Process and Team Formation: The Fundamentals*

[Early Warning System Community of Practice](#)

September 28, 2012

Early Warning System Statistics

bmehlos: Hello, are the statistics you were referring to going to be made available somewhere?

Response:

NHSCCOP: @bmehlos-the research can be found on our website (www.betterhighschools.org).

sorstar: Given that retention is another indicator of risk, is that additional data you look at along with this tool?

Response:

stherriault: @sorstar: We don't consider being retained as an indicator of risk, but we do understand that it is a risk factor. In the [Middle Grades EWS Tool](#) we have a report that shows the students who are retained and whether they have any factors of risk (attendance, course performance, etc.) and in the high school tool we have an undercredited report, which shows students who do not have enough credits to move to the next school year.

Exit Indicator Report

emily.boeckmann: We used last year as a "baseline" year for data collection and ran the "exit report" to help us start planning this year...is there any way to run this report with grade levels included (to sort by in the new file)?

Response:

stherriault: @emily.boeckmann: This is a really good point. The grade levels don't come out with the exit report. We thought there may be some confusion since it is to be used for the next year's incoming students. As far as I know there is no way to do this.

emily.boeckmann: Thanks for confirming. One way we set our cohorts up to avoid that confusion is by classifying them per graduation year, not grade level. Maybe that could be a way to help that exit report?

stherriault: @emily.boeckmann: One thing to note about your question - if you load the student data first (with ids), and then load the exit report (incoming indicators) then you will see the grade levels because the data are pulled in by matching ids.

Early Warning System Implementation:

mocummings: Hi! Nice presentation. I wonder how teams, as discussed in step one, are formed and gain traction in schools. Any thoughts on that, Susan?

Response:

stherriault: @mocummings:Frequently the teams have the buy in of the district and school leaders. As far as gaining traction, the team can use information from the tool to share with the school at large (student level reports), and then after implementing can share success (e.g., getting students back on track for graduation - no risk indicators).

Julie Riechers: I am new to this system...is there a start up cost or maintenance cost?

Response:

stherriault: @Riechers: It's all free www.betterhighschools.org/ews.asp

mocummings: @ Noelle: Can you tell us about the project in Utah?

Response:

Noelle Caskey: It's a little early to say how they are using the tool, but we are hoping that schools throughout the state who are working with the National Dropout Prevention Center will use the tool to help reduce dropout rates for students with disabilities. This project is just getting off the ground

stherriault: @Noelle: That's interesting... can you tell us more about the collaboration with the National Dropout Prevention Center?

Noelle Caskey: This is research alliance spearheaded by the Regional Education Lab at WestEd. We are working with AIR, the Utah State Office of Education, the National Dropout Prevention Center, and schools that have enrolled with the NCDP. Schools will participate in a webinar next week, and will be attending a training at the end of October. We hope to help the schools become better data users so they can really fine tune interventions and make a difference for students with disabilities

mocummings: If a new school was to start this year, any advice? It seems like a lot of work, where should one start?

Response:

stherriault: @mocummings: It does take time and effort, but as I mentioned in the presentation. Teams get better at this over time. And, it can really change how students are matched to interventions -- and the process of meeting students' needs.

stherriault: @mocummings --- Also, you can start at one grade level -- load the data and review the reports of students who are at risk -- data from the school level reports can really show the challenges in a very real and poignant manner. Also, be careful not to take on too much

EWS Tools and Progress Monitoring:

lyerhot: A question that was asked during the webinar was how the EWS Tool can be used for progress monitoring. Can you shed light on how these can complement each other?

Response:

stherriault: @lyerhot: EWS data can be used as a screener for progress monitoring, many schools use this information as part of their tiered intervention system.