

# Welcome!

**Welcome to the National High School Center's Webinar:**  
***The EWIMS Process and Team Formation:  
The Fundamentals***

***Before the Webinar:***

- The line will be silent until 1:00 p.m., when the Webinar begins
- All lines will be muted during the presentation
- If you experience technical problems, please use the chat feature to ask questions, or call **1-800-634-0503**

# The Early Warning Intervention Monitoring System (EWIMS) Process and Team Formation: The Fundamentals

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National High School Center  
at the  
American Institutes for Research

September 28, 2012

# Webinar Agenda

## Welcome and Introduction

**Matthew Hauenstein**

*Research Assistant, National High School Center*

## The Early Warning Intervention Monitoring System (EWIMS) Implementation Process

**Susan Bowles Therriault**

*Technical Assistance Liaison, National High School Center*

## Team Formation: The Fundamentals

**Susan Bowles Therriault**

*Technical Assistance Liaison, National High School Center*

## Question and Answer Live Chat

**Susan Bowles Therriault**

*Technical Assistance Liaison, National High School Center*

**Matthew Hauenstein**

*Research Assistant, National High School Center*

**Laura Yerhot**

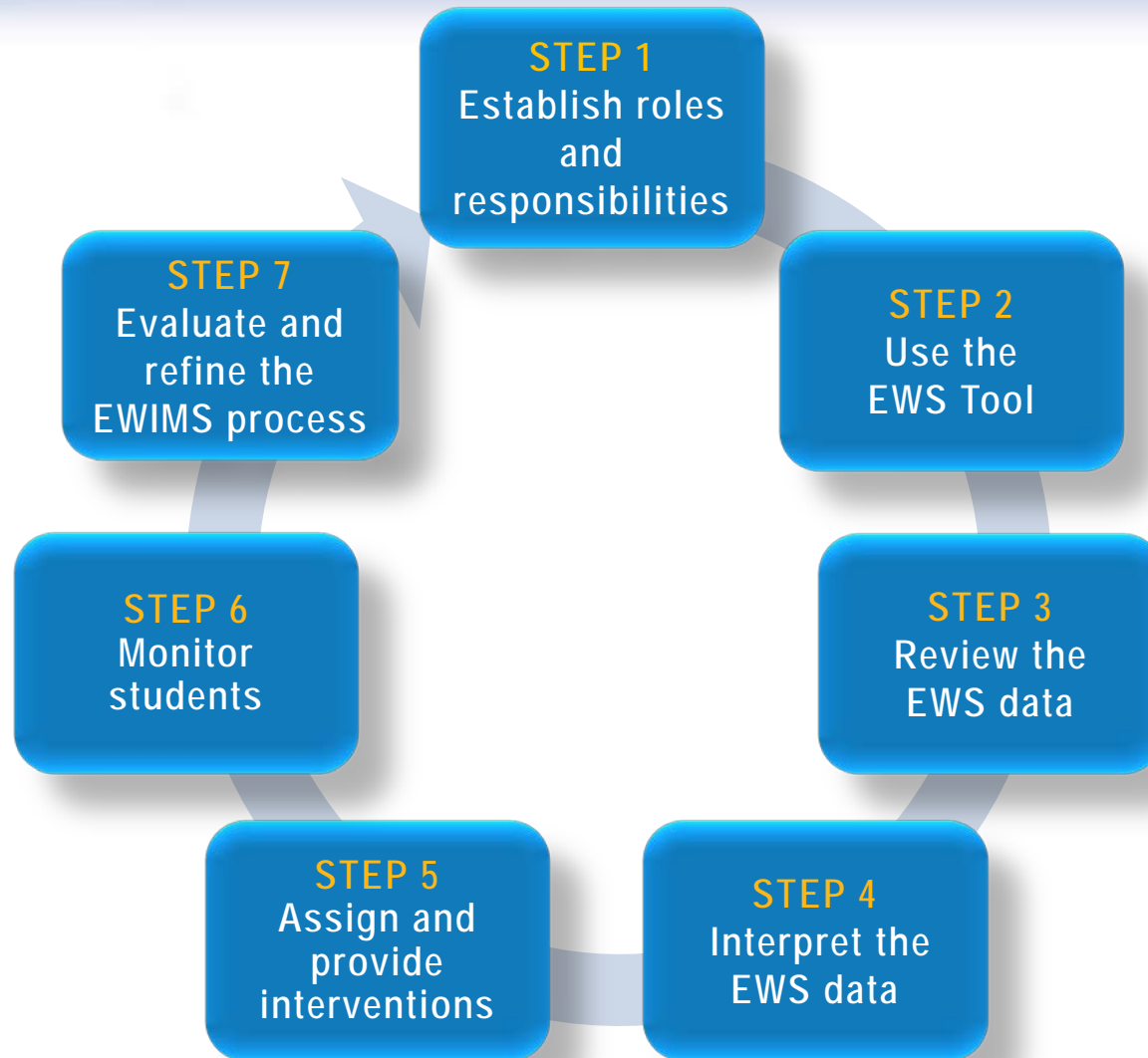
*Research Associate, National High School Center*

# The EWIMS Process and Team Formation: The Fundamentals

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**Susan Bowles Therriault, Ed.D.**

# 7-Step EWIMS Implementation Process



## Step One: Establish Roles and Responsibilities

- EWIMS teams are required to:
  - Meet regularly
  - Communicate EWS risk or dropout prevention issues to groups/individuals outside of the team
  - Solicit feedback from stakeholders (leaders, staff, students, parents)
  - Monitor students' progress

## Step Two: Use the EWS Tool

### Important considerations:

- Data must be regularly entered throughout the school year
- At least one individual should be responsible for ensuring the EWS tool is loaded with the latest data
- EWIMS team members must be trained to understand the use of the indicators within the tool
- Reports must be accessible and used to make decisions about students' needs
- Student progress in interventions must be monitored

# EWS Tools: Indicators and Monitoring Time Frame

Indicators	Time Frame	Thresholds	
		Middle Grades	High School
<b>Incoming Indicator</b>	<ul style="list-style-type: none"> <li>• Before school begins</li> </ul>	Previous year EWS Tool exit indicator or locally validated indicators of risk	
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• First 20 or 30 days</li> <li>• End of each grading period</li> <li>• End of year</li> </ul>	Missed 20% or more of instructional time	Missed 10% or more of instructional time
<b>Course Performance</b>	<ul style="list-style-type: none"> <li>• End of each grading period</li> <li>• End of year</li> </ul>	Failure in an English language arts or mathematics course	Failure in one or more courses
			Earned 2.0 or lower GPA (on a 4-point scale)
<b>Behavior</b>	<ul style="list-style-type: none"> <li>• End of each grading period</li> <li>• End of year</li> </ul>	Locally validated thresholds	
<b>End of Year Indicator</b>	<ul style="list-style-type: none"> <li>• End of year</li> </ul>	EWS exit indicator or locally validated indicators of risk	



## Step Three: Review EWS Data

- EWS indicators are reviewed and monitored to identify students at risk for dropping out and to understand patterns in student engagement and academic performance
- Questions to ask about EWS data:
  - ***Student-level patterns:*** What do your data tell you about individual students who are at-risk?
  - ***School-level patterns:*** What do your data tell you about how the school is doing?
    - Are students who were flagged from the beginning remaining “off-track” through the year?
    - Are students who were flagged at one reporting period back “on-track” at the next?

# EXAMPLE School Level Report

## Risk Indicator Summary Report

[MORE INFO](#)

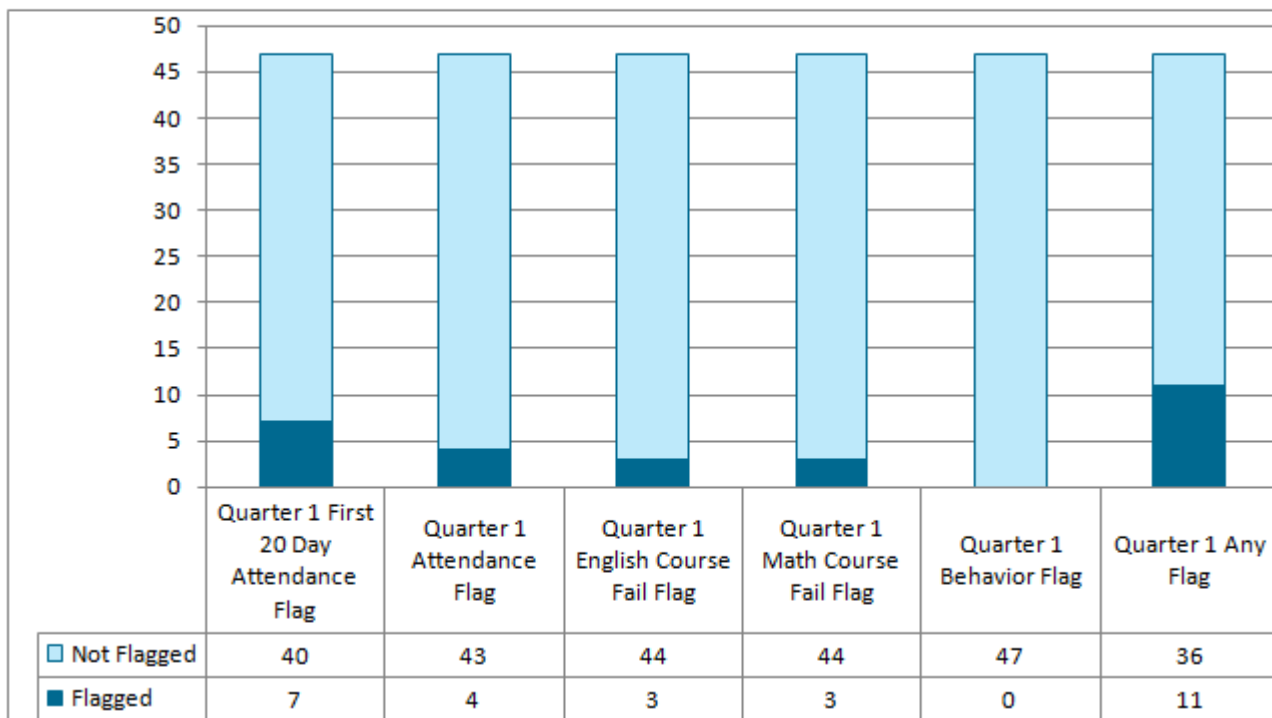
Time Frame: Quarter 1  Filter: No   
Cohort: All

Date: November 21, 2011

Drop Outs: 1  
Transfers Out: 0

Start Date: 9/1/2009  
End Date: 11/15/2009

This report shows the number of students who are flagged and not flagged for each indicator of risk for the selected grading period or time frame.



# EXAMPLE Student Level Report

## Student Level Report MORE INFO

Time Frame:  Intervention:

<b>Report:</b>	<b>Flagged Student Report</b>	<b>Total Students:</b>	47
<b>Date:</b>	November 21, 2011	<b>Flagged Students:</b>	11
<b>Cohort:</b>	All	<b>% Flagged:</b>	23%
<b>Time Frame:</b>	Quarter 1		

This report shows a list of students who are flagged for any indicators of risk and for which indicators they are flagged for the selected grading period or time frame.

Student ID	First Name	Last Name	4 Flagged		7 Flagged		4 Flagged		3 Flagged		3 Flagged		0 Flagged	
			Incoming Risk Indicator	Quarter 1 First 20 Day Attendance Flag	Quarter 1 Attendance Flag	Quarter 1 English Course Fail Flag	Quarter 1 Math Course Fail Flag	Quarter 1 Behavior Flag						
1122101	Greta	Andrews	Yes	No	Yes	No	Yes	No	Yes	No				
1122103	Katherine	Barkauskas	Yes	Yes	No	No	No	No	No	No				
1122110	Bradley	Dietrich	No	Yes	No	No	No	No	No	No				
1122113	Sharon	Fanning	No	No	No	Yes	No	Yes	No	No				
1122119	Whitney	Jeffers	--	No	No	No	No	Yes	No	No				
1122130	Heidi	Olson	No	No	No	Yes	No	Yes	No	No				
1122137	Jessica	Stevens	Yes	Yes	No	No	Yes	No	Yes	No				
1122138	Dante	Thomas	No	Yes	Yes	Yes	Yes	No	No	No				
1122141	Ellie	Unruh	No	Yes	No	No	No	No	No	No				
1122144	Alex	Willis	No	Yes	Yes	No	No	No	No	No				
1122149	Eva	Zimmer	Yes	Yes	Yes	No	No	No	No	No				

## Step Four: Interpret EWS Data

- Indicators are just observable symptoms, *not root causes*. The EWIMS team must look BEYOND the indicators and examine additional data from a variety of sources (e.g., talking to classroom teachers, parents, individual students, other adults in the school)
- Looking at data beyond EWS indicators can:
  - Help identify individual and common needs among groups of students
  - Raise new questions and increase understanding of why students fall off-track for graduation

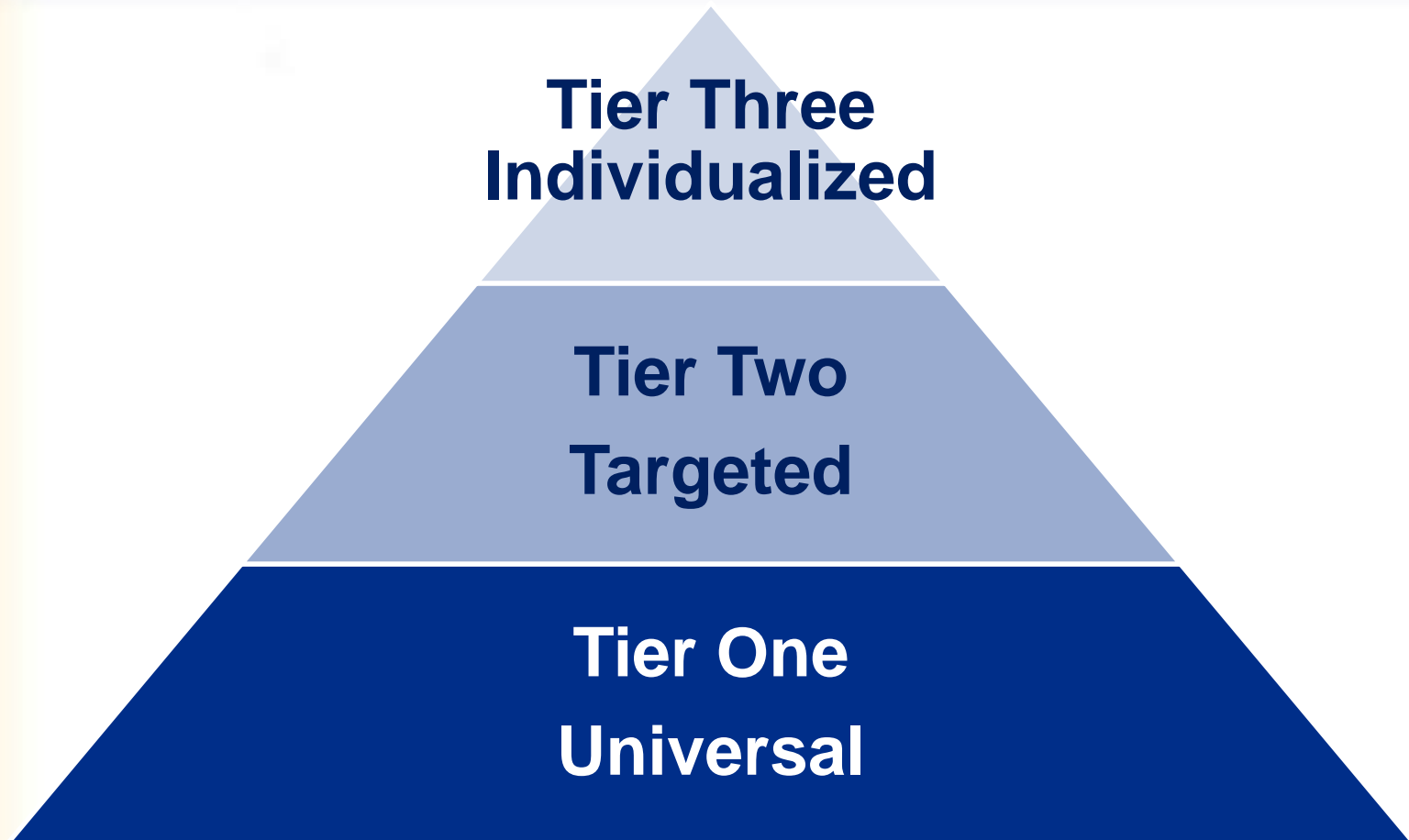
## Step Four: Interpret EWS Data (cont.)

- Understanding characteristics of students at-risk of dropout is important because:
  - Decisions to persist or drop out are affected by multiple contextual factors—family, school, neighborhood, peers
  - Personal and school factors contribute to success or failure during the freshman year
  - EWS indicators, such as attendance and course performance problems, are distinct indicators of risk, but are highly interrelated; both can signal disengagement
  - Student behaviors related to disengagement (e.g., course performance, and attendance) are more predictive of the likelihood that a student will drop out than student characteristics (e.g., English language learners, race/ethnicity)

## Step Five: Assign and Provide Interventions

- The EWIMS team matches individual students to specific interventions after having gathered information about:
  - Potential root causes for individual students who are flagged as at-risk
  - Available academic and behavioral support and dropout prevention programs in the school, district, and community
- A tiered approach can be used to match students to interventions based on their individual needs

# Tiered Approach to Dropout Prevention



## Step Six: Monitor Students and Interventions

- The EWIMS team monitors students who are participating in interventions to:
  - Make necessary changes by identifying students whose needs are not being met, and/or those students who may no longer be struggling
  - Identify new interventions that will meet students' needs
  - Use data to monitor the effectiveness of interventions offered. This helps to:
    - Increase knowledge about the general effectiveness of interventions
    - Improve the matching of students to interventions
  - Communicate with appropriate stakeholders, and solicit their involvement in the process (e.g., feeder schools, next grade level)



# Step Seven: Evaluate and Refine the EWIMS Process

- The EWIMS implementation process should be continually refined to support the work of improving student outcomes
  - During the school year
  - At the end of a school year
- EWIMS teams should identify short- and long-term needs and solutions in terms of:
  - Student needs
  - School climate
  - Organizational needs (school and/or district)

# Team Formation: The Fundamentals

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**Susan Bowles Therriault, Ed.D.**

# Team Formation

- EWIMS teams need to include individuals who have:
  - Authority to make decisions
  - Knowledge of diverse students
  - Expertise to manage and analyze data
- Careful selection of EWIMS team members can:
  - Generate buy-in
  - Support planning for implementation and scale
  - Create an opportunity for innovation

## Team Formation (cont.)

- EWIMS team members should be strategically selected to support all aspects of the implementation process.
  - EWIMS teams should have diverse and broad representation
    - Layered membership
  - EWIMS members should bring a range of skills and expertise
    - Leader
    - Technical expert
    - Others

# Upcoming Webinars: EWS Professional Development Training Series

## **Introduction to the New EWS Collator Tools**

*Wednesday, October 10, 2012      2:30 p.m. – 3:30 p.m. ET*

## **Effectively Using Your EWS Reports: Hints and Tips**

*Thursday, October 25, 2012      2:30 p.m. – 3:30 p.m. ET*

## **Assigning Students to Appropriate Interventions**

*Thursday, November 8, 2012      2:30 p.m. – 3:30 p.m. ET*

## **Progress Monitoring with the EWS Tools**

*Tuesday, November 27, 2012      12:30 p.m. – 1:30 p.m. ET*

Register today at:

[http://www.betterhighschools.org/webinar/default.aspx#EWS\\_Webinars](http://www.betterhighschools.org/webinar/default.aspx#EWS_Webinars)

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<http://www.betterhighschools.org/webinar/default.aspx>

- **Community of Practice:**  
<http://community.betterhighschools.org/>
- **EWS products, tools, and more:**  
<http://www.betterhighschools.org/ews.asp>
  - EWS High School and Middle Grades Tools
  - Implementation Guides
  - Research
  - Reports
- Additional questions, email us at  
[EWS@betterhighschools.org](mailto:EWS@betterhighschools.org)

## For more information.....

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# Question and Answer Session Live Chat

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**Susan Bowles Therriault, Ed.D.**

**Matthew Hauenstein**

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# Accessing the EWS Live Chat

- Enter the EWS community at <http://community.betterhighschools.org>
- Log in with your community username and password
- Navigate to the EWS Live Chat page at <http://community.betterhighschools.org/page/early-warning-system-live-chat-session>
- *My Chatroll* application will be in the center of the page.
- For any questions on accessing, please email [EWS@betterhighschools.org](mailto:EWS@betterhighschools.org)