



Early Warning System Coordinator Training

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mimtsstac.org



Acknowledgments

The content for this training day was developed using resources from:

- American Institutes for Research
- Attendance Works
- Center on PBIS
- EduPaths
- Michigan Collaboration Hub and Ottawa Area ISD
- Michigan Department of Education

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Purpose

Participants will learn about why an Early Warning System is important, how to start the process of using these data, practice communicating and troubleshooting barriers, and practice using Early Warning Indicator data for decision making.

Intended Outcomes

- Describe responsibilities of an Early Warning System Coordinator
- Name and find tools to assist with the EWS Coordinator responsibilities
- Interpret early warning indicator data displays

Training Components

- Training Pre-requisite: EWIMS Overview course (EduPaths)
- Pre-Session Work Part 1: EWIMS Reading Packet
- Pre-Session Work Part 2: Using EWI Data for Decision-Making
- Pre-Session Work Part 3: Basic Spreadsheet Learning
- **Live Zoom Session: Debrief Prework, EWS Coordinator Role and Resources, ABC metrics in the context of remote learning**
- Post-Training Work: EWS Coordinator Formative Assessment

Agenda

1.0 Debrief the Prework

2.0 EWS Coordinator Role and Resources

3.0 ABC Metrics in the Context of Remote Instruction

4.0 Set up for the Post-training Tasks

1.0 Debrief the Prework

Reading Packet Check for Understanding

- We will review the responses to the Check for Understanding
- Concepts that everyone seems to understand well
- Concepts that may need clarification

2.0 EWS Coordinator Role and Resources

Resources Part 1

| Resource | Purpose |
|---|---|
| Job Description | Outlines desired skills and background knowledge, responsibilities |
| EWIMS Reading Packet Walkthrough and Talking Points | A process and script that can be used when orienting a District Implementation Team or School Leadership Team to EWIMS and beginning stages of developing an Early Warning System |
| Student Assessment Communication Example | A template for communicating with staff and families about the student assessments being used in a school, including tips for how to contextualize per district |

Resources Part 2

| Resource | Purpose |
|---|--|
| MTSS Assessment System | A tool to support team-based decision-making, documentation to support institutional memory and sustainability |
| SIS-specific Tools (MiEWIMS in Development) | Manuals, code, and Excel templates for extracting and organizing EWI data from Powerschool, Skyward, and Infinite Campus |
| Data Accuracy Checklist | Step by step guidance and tips for checking the accuracy of EWI data |
| Basic Spreadsheet Guide and Video Series | Build background knowledge in spreadsheet navigation and use of a variety of features |

Job Description

This training session will provide an overview of the resources EWS Coordinators use to perform the responsibilities. We will leave you with tools for assessing and developing the qualifications and skills needed to perform the responsibilities.

- Qualifications and Skills
- Responsibilities
- Estimated Time Allocation
- Possible Roles and Perspectives to Consider for Selection
- Rationale for Multiple Coordinators

Communication Tools

- Responsibility
 - Work with “district designee” identified for making critical assessment decisions (listed in the district MTSS Assessment System) to ensure EWS communication with all staff and parents has occurred or is scheduled to occur within the first 20 days of each school year
- Resources
 - EWIMS Reading Packet Walkthrough and Talking Points
 - Student Assessment Communication Example

Documentation of Roles, Collection, and Analysis Decisions

Responsibility

- Work with the District Implementation Team and School Leadership Teams to document the data collection decisions, timelines, and responsibilities in the district's MTSS Assessment System ("Reading/Engagement Assessments" tab, EWI Roles, Collection, and Analysis Decisions)

Resource

- District MTSS Assessment System

Data Tools

- Responsibility
 - Ensure system is established for collecting EWI Data:
 - Clean templates or other data tools for extracting and summarizing EWI data
 - Schedule, procedures and tools for checking and addressing data accuracy prior to teams needing the data for decision-making
- Resources
 - SIS-Specific Tools (Powerschool, Skyward, Infinite Campus)
 - Coming Soon...MiEWIMS
 - Data Accuracy Checklist
 - Basic Spreadsheet Guide and Video Series

Manuals

- Step by step guidance on how to extract Early Warning Indicator data from a school information system
- Directions on where to go in the system, with screenshots
- Text files of code/scripts for running specific reports
- Helps to ensure data from any district using the same SIS will be extracted in a consistent format, regardless of how a district has the SIS configured

Excel Tools

- Typically, reports from a SIS or data warehouse do not provide every indicator needed for data analysis within an MTSS framework (e.g., overall engagement indicator, progress since last screening period)
- The Excel tools allow districts to paste raw data from the SIS reports and the remaining indicators are calculated and data are summarized in the exact format needed for analysis
- The Excel tools are standardized for each SIS with manuals and the only piece requiring customization is the incoming risk indicator for the first 20 days.

MiEWIMS Development



MiEWIMS is a robust and integrated tool to support an Early Warning Intervention and Monitoring Process (EWIMS) in districts, schools, and classrooms. MiEWIMS supports educators in their efforts to ensure all learners will be engaged in school and on-track for graduation.

- Need identified and analyzed during 2018-19
- Product conceptualized during 2019-20
- Product being developed and tested during 2020-21
- Anticipated large-scale release by 2021-22 school year

Data Interpretation

- Responsibility
 - Assist teams in generating the reports needed for school-wide data analysis and grade-level data analysis
 - Develop the School Leadership Team's knowledge in how to analyze and use EWI data for on-going problem solving
- Resource
 - Using EWI Data for Action Planning Video
 - MiMTSS Data System Page Help

MiMTSS Data System



Michigan's MTSS (MiMTSS) Data System is designed to support school, district, ISD, and state teams with access to critical information needed to design continuous improvements to MTSS in Michigan.

Dashboard Navigation

- School Dashboard
 - Engagement Outcomes Tab
 - Early Warning Indicators Tab

Activity 2.1

- Practice Analyzing Early Warning Indicator Data
 - Complete the MiMTSS Data System School Dashboard practice section in your printed workbook
 - Use the green “yes” check in Zoom Participant Controls to signal when you are done
 - We will check answers together

Spreadsheet Navigation

- High School Skyward EWS Spreadsheet
 - Total Indicators
 - Progress Since Last Screening Period
 - Attendance, Suspensions, Course Fails, GPA
 - Flag Data Drill Down

Activity 2.2

- Practice Analyzing Early Warning Indicator Data
 - Complete the Excel Spreadsheets practice section in your printed workbook
 - Use the green “yes” check in Zoom Participant Controls to signal when you are done
 - We will check answers together

3.0 ABC Metrics in the Context of Remote Instruction

Questions the TA Center has been Fielding

- How should we track attendance data given distance, in-person, and hybrid learning and various schedules?
- How do we monitor and document behaviors that interfere with learning when they occur in an online environment?

Fall 2020 Data Collection Guidance Themes

- Have a plan for how we will use the data prior to collecting it
- Use systematic and transparent procedures for selecting new tools and follow-up resources
- Support educators and families to understand the purpose of the assessment by providing access to training and information
- Maintain strong systems to ensure data collection accuracy
- Use data to acknowledge and provide evidence-based supports, not to exclude, stigmatize, or punish students and staff
- Use data as a signal or indicator that is followed by additional human insights, including triangulation with other sources of information

Activity 3.1

- We will be using breakout rooms to have small group discussions about the Fall 2020 Data Collection Guidance (Early Warning Indicators section)
- Mark this slide in your workbook so that you can continue to see the prompt when you are in your breakout room.
- In your small group, please discuss the following. Identify someone who will share out on behalf of your group when we come back together.
 - How are you currently collecting and monitoring attendance, behavior, and course performance (grades and GPA)?
 - What are you learning?
 - What do you anticipate changing based on that learning?

4.0 Set Up for the Post-Training Activities

Additional Tools 1

| Resource | Purpose |
|----------------------------|--|
| Monthly Focus Activities | Month-by-month activities for data coordinators who are supporting schools within initial implementation and full implementation of an assessment |
| Professional Learning Plan | Provides a pathway and resources for professional learning, tied to the skills, knowledge, and responsibilities in the job description |
| Formative Assessments | Web-based “quiz” to assess the knowledge and skills required for specific data coordination roles. For use in designing an individualized professional learning plan |

Additional Tools 2

| Resource | Purpose |
|--|--|
| General Guidelines for Data Coordination | Big picture overview of the responsibilities of a data coordinator |
| Selection Process | Provides a process for mutually selecting new data coordinators |

Post-Training Activities

- Complete the training evaluation at the end of this session
- For final certification as an EWS Coordinator, you will need to complete the Formative Assessment and
 - You do not have to get everything right on the formative assessment, you just have to take it
 - You can use the results to help customize your individual Professional Learning Plan

Formative Assessment

- [Online Formative Assessment](#)
- A preview of the questions and activities are included in your participant workbook and posted on the training materials webpage
- 9 questions
- Should take less than 1.5 hours to complete once you are ready to begin

Activity 4.1

We will practice navigating to the formative assessment and practice using the Save and Continue Later feature.

- Go to the Formative Assessment link to start the task
- Respond to the first 3 questions and click “Next”
- Click the “Save and Continue Later” option at the top of your screen and enter your email address.
- Check your email for an automated email message to start your Formative Assessment where you left off.