

EWIMS Reading Packet Walkthrough and Talking Points

This document outlines the talking points and script that can be used when providing a 10-minute initial overview of Early Warning Intervention and Monitoring System (EWIMS) to a District Implementation Team or School Leadership Team prior to a first data review.

Use the EWIMS Reading Packet as a guiding resource during the meeting. The facilitator should review the FAQ prior to the meeting and be able to respond to the questions and know where to point people to if many of the questions are raised during the meeting.

Talking Points

1. This is a resource that outlines what an Early Warning Intervention and Monitoring System (EWIMS) is. This is a document for you to reference. I will not read it to you and we will not touch on every single section today. I will provide an overview of the critical components.
2. This [insert month] the middle and high school start the school-level data review process. School-level data review has teams engage in a 4-step problem-solving process using all of their fidelity and student outcome data, resulting in refinements to their implementation plan. The problem-solving process begins with the analysis of universal screening data to identify school-wide problems. At the elementary level, [insert name of reading screening assessment] data are used as the universal screener for reading, but we do not use [insert name of reading screening assessment] after [insert grade] grade and not all secondary teachers can equally respond to needs identified by reading assessment data. There is, however, still the need for a universal screener past [insert grade] grade to identify which students are in need of additional support, as well as to identify school-wide trends. We will use Early Warning Indicators as our screening data for [insert grades/schools].
3. The Early Warning Indicators are used as a universal screener for identifying students at risk for dropping out of school. These indicators are (point people to this section of the EWIMS Reading Packet) Attendance, Behavior, and Course Performance. (Stop and have people read just the ABCs. Provide an opportunity for individuals to ask questions).
4. As you read over the indicators, you may have noted a couple things. First, there's good news! These are data you already collect! These data are pulled from your student information system [insert SIS]. We will be working with [insert names] to pull this data and [insert info about what has happened so far-big steps in the process such as roles, timelines, and initial decisions made].
5. You may have also noted in the descriptions of the indicators, that we look at EWI data right after the first 20 days of school and after each term.

6. The course performance indicator, however, is not typically available at 20 days since grades are not available or the amount of grades are not sufficient to indicate risk. So, we use the incoming risk indicator to clue us into students at risk for academic performance early in the school year. (Have them reading the Incoming Risk section and note some examples of indicators. Then, either share which indicator has been selected or talk about when that conversation will happen).
7. Another indicator somewhat unique to Michigan and supports from the MiMTSS TA Center is an overall engagement indicator. We use this to help us better understand the level of risk for students with 1 or more flags. A student who has 1 flag for attendance is at a different level of risk than a student with 3 flags for attendance, a course fail, and suspension.
8. (This could also go at beginning) We are beginning communication about EWIMS by providing an overview of information to the DIT and SLTs. In addition, it is important to ensure remaining secondary school staff receive this overview as well. Other districts have found success in sharing it with all staff after the first data review, so that general info about EWIMS can be paired with the sharing of school data.
9. (Next steps: insert timelines and roles for pulling and checking data accuracy, CSS, team training, SLT communication with remaining school staff, communication with parents).
10. Now that you have a general idea of what EWI are and why your school will be using them, let's take a look at next steps: insert timelines and roles for pulling and checking data accuracy, shared with coaches prior to data review coaching support sessions to enter in the MiMTSS Data System, team access during data review to support problem solving, SLT communication with remaining school staff and communication with parents.
11. What questions do you have?

Check for understanding

- What are the early warning indicators? ABCs?
- What system do we pull this indicator data from?
- During which school trainings will we be using the EWI data?
- Optional: Could walk them through the test middle or high school dashboard in the MiMTSS Data System so they can see the level of information that will be provided.

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