



Maximizing Student Success By Enhancing Process for Quality Online Programs

April 12, 2024



Learning Objectives:

- Understand the process steps needed to create quality through equity
- Learn about the Michigan EWIMS process that can be used to get the quality and equity you desire
- Help elevate quality in your teaching and learning

The Struggle is Real

**We can do better to address the needs of
EACH student!**





What is the Early Warning
Intervention and Monitoring
System(EWIMS) Process?

The EWIMS Predictive Indicators and Thresholds

Indicators	Middle School	High School
Attendance	>10% absenteeism	>10% absenteeism
Behavior	1+ suspensions	1+ suspensions
Course Performance	Failure of an ELA or math class	Failure of any class or <2.0 gpa

Considerations for Defining Thresholds for Virtual Programs

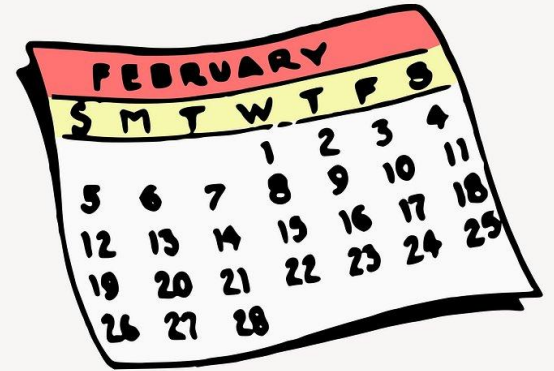
- What type of program do you have?
 - 100% virtual
 - Blended program
 - Full time in person but virtual programming
 - Synchronous
 - Asynchronous
- How do you currently take attendance? What are your expectations?
- What is behavior considered in your virtual program?
- What are your expectations for course performance weekly?

Potential Attendance Scenerios

- Two Way Communication 1 time per week
- Two Way Communication plus an activity
- Two Way Communication plus a defined number of hours worked or days logged in
- Combination of in person attendance and work completed at home
- Daily vs. 1x a week

Potential Course Performance Scenerios

- Summative
 - Mid-term
 - End of Semester
 - Quarterly
 - End of the Year
- Formative
 - Weekly
 - Daily



Potential Behavior Scenerios

- Suspensions
- Student engagement
 - Time on Task
 - Log In rates
 - Course progression (%)



What does this look like in virtual programs?

Attendance is Student Engagement!

Behavior is Student Engagement!

Course Performance is Student Engagement!

EWIMS + MTSS = SUCCESS

"Through the seamless integration of the Early Warning Intervention and Monitoring System(EWIMS) and a Multi-Tiered System of Supports (MTSS) framework, virtual education programs can effectively harness data to identify students' unique needs, personalize interventions, and closely monitor progress in real-time. This collaborative approach ensures that students in virtual programs receive tailored, high-quality services that optimize their learning outcomes and overall academic success."

Understanding MTSS

“A SET OF GUIDING PRINCIPLES THAT WILL PROVIDE AN EFFICIENT WAY TO ORGANIZE RESOURCES AND RESEARCH BASED PRACTICES SO ALL LEARNERS SUCCEED”

Why does MTSS fail?

- **Supports do not address the actual problem**
- **Failure at tier 1**
- **Supports are not implemented with fidelity**
- **Supports are not being monitored**
- **Educators do not believe supports are adult actions**
- **Supports are punishments rather than supports**

Early Warning Intervention and Monitoring System Steps

Step 1-Roles and Responsibilities

Step 2-Use a data tool

Step 3-Review data

Step 4-Interpret data

Step 5-Assign interventions and supports

Step 6-Monitor Students and Interventions

Step 7-Evaluate and Refine Process



STRATEGIES TO CONSIDER

EWIMS Step 1: Establish Roles and Responsibilities

- Who?
 - Depends on your program
 - Teachers, paras/mentors, SSW, principals, superintendents, executive directors, behavior coaches, interventionists
 - Authority, data expert, coach
- When?
 - Set dates
 - Manageable
- How?
 - Norms, norms, norms
 - Collective commitment
 - Hold team accountable

EWIMS Step 2: Using an Early Warning Data Tool

- **Right Tool**
 - Attendance
 - Behavior/student engagement
 - Course performance
- **Where are you documenting?**
 - Spreadsheets
 - Platform
 - Easy or difficult to manage, share and interpret?
- **Who has access?**
 - Anyone working with the students
 - Need to see student behavior and performance

EWIMS Step 3: Review Early Warning Data

Entire program (Tier 1 strengths and growth edges)

- **Attendance**
- **Behavior**
 - Time on Task
 - Log In Rate
 - Communications/responses
 - LMS status
- **Course performance**
 - Grades
- **Identify flagged students**
 - Group by flagged area

EWIMS Step 4: Interpret Early Warning Data

- Flagged students
 - Numbers
 - Determine if this is a tier 1 issue
 - Focus on this first
 - Can't intervene your way out of a hole
 - Too overwhelming
- Identify the root cause
- Create a list of root causes impacting your students
- Practices to consider to get to the root cause are:
 - Survey parents and students
 - Listen to their stories
 - Identify barriers at enrollment
 - Group by barriers ahead of time
 - Empathy mapping

Empathy Mapping

- Thoughts: What thoughts or beliefs might the person have about the situation? What are their concerns or worries?
- Feelings: What emotions might the person be experiencing or feel about the situation?
- Needs: What needs or desires does the person have? What do they want to achieve or accomplish?
- Behaviors: How does the person behave or act in response to the situation? What actions do they take?

EWIMS Step 5: Assign and Provide Interventions

- Identify what supports you have that can be effectively done virtually
 - Support or punishment?
- Identify what supports your students and parents need
 - Academic
 - Community resources
 - Time management
 - Motivational
- Identify your process of when and to assign supports
- Team decision (include the parent)
- How will you communicate the plan?
- Where will you document the plan?
 - Who will be responsible for what by when and what will be done
 - When will you reconvene to discuss progress
 - Who will be part of that meeting?
 - What are the outcomes you are looking for?

EWIMS Step 6: Monitor Students and Interventions

- Set dates and times
- Communicate expectations around data, times, outcomes
- Follow through and make decisions to stay the course, make adjustments, or stick with a new plan
 - This will require honest conversations and progress monitoring along the way
- Have a common platform to collect data and review the progress monitoring data
 - One spot
 - Everyone can see
- Keep open lines of communication with team (be clear on what that communication looks like)

EWIMS Step 7: Evaluate and Refine the EWIMS Process

- Yearly meeting
- Honest conversations
- Identify changes needed
- Identify team for the following year
- Set initial dates and times

Success Stories

- **Increase Student Engagement**
- **Improve Interventions (Tier 1, 2,3)**
- **Help students, families, and staff**
- **Increase retention rates (91%)**
- **Increase graduation rates (+13%)**
- **Increase performance rates (74% average)**



Next Steps

- Learn: [MDE EWIMS Website](#)
- Look internally:
 - *Team
 - *Tool (attendance, student behavior, course performance, interventions, progress monitoring)
 - *Processes and procedures
- Resources:
 - [Academic strategies](#)
 - [Behavior strategies](#)

We can make a difference!

Kristi Teall

kristiteall@gmail.com

989.388.8212

