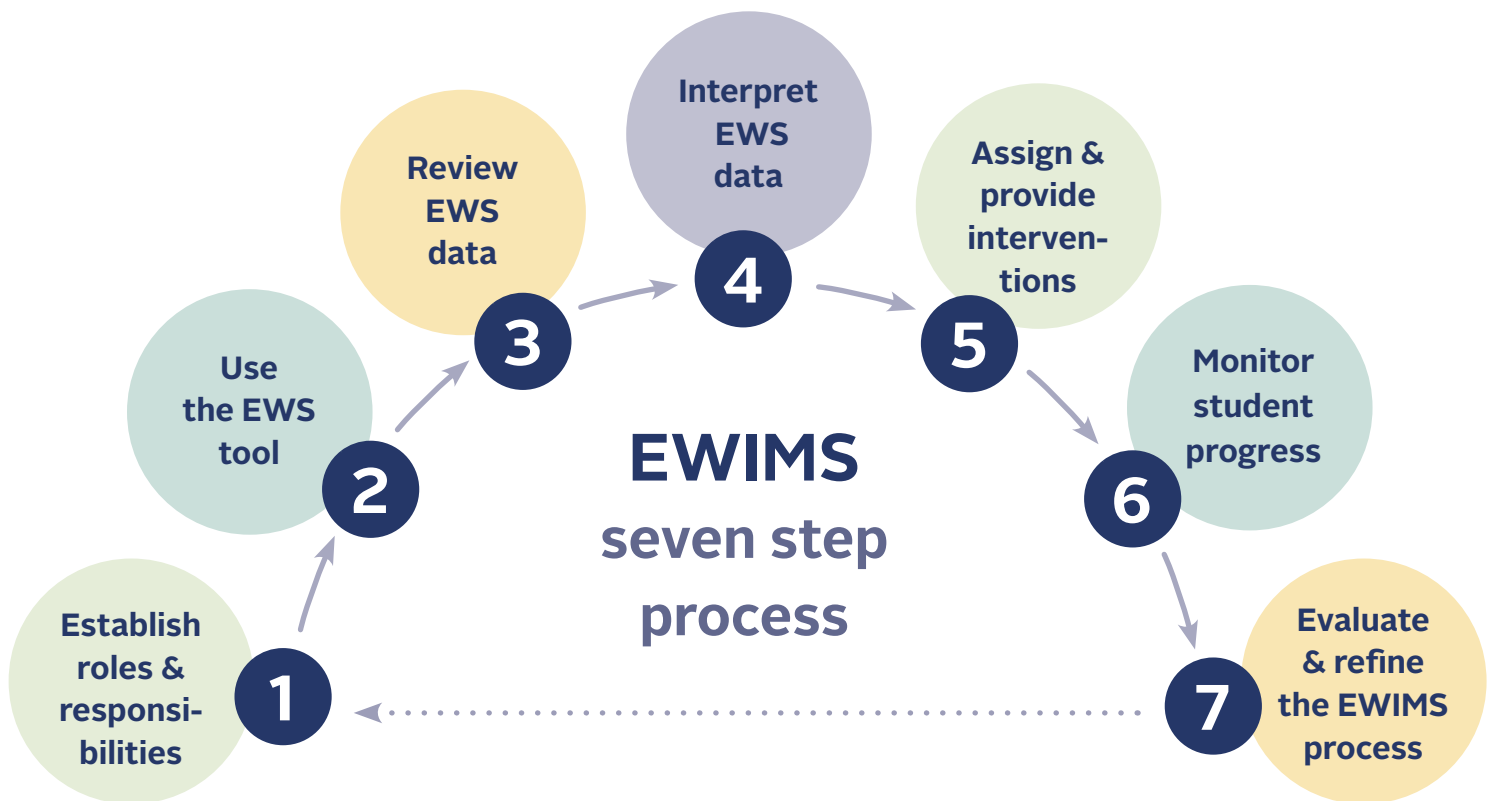A rigorous impact study found the **Early Warning Intervention and Monitoring System (EWIMS)** is a promising strategy for getting students back on track for graduation

Regional Education Laboratory (REL) Midwest used a randomized controlled trial – the most rigorous study design – to examine the impact of EWIMS on students and schools

In the study
schools were *randomly* assigned **to use EWIMS** or **not use EWIMS** during the 2014/15 school year.

EWIMS is a **systematic approach** used by dedicated teams of school staff to **identify** students at risk of not graduating on time, **assign** students to interventions, and **monitor** their progress

EWIMS seven step process

1 **Establish roles & responsi- bilities**

2 **Use the EWS tool**

3 **Review EWS data**

4 **Interpret EWS data**

5 **Assign & provide interven- tions**

6 **Monitor student progress**

7 **Evaluate & refine the EWIMS process**

The **indicators used** to identify students at risk in this study were:

Engagement (attendance)
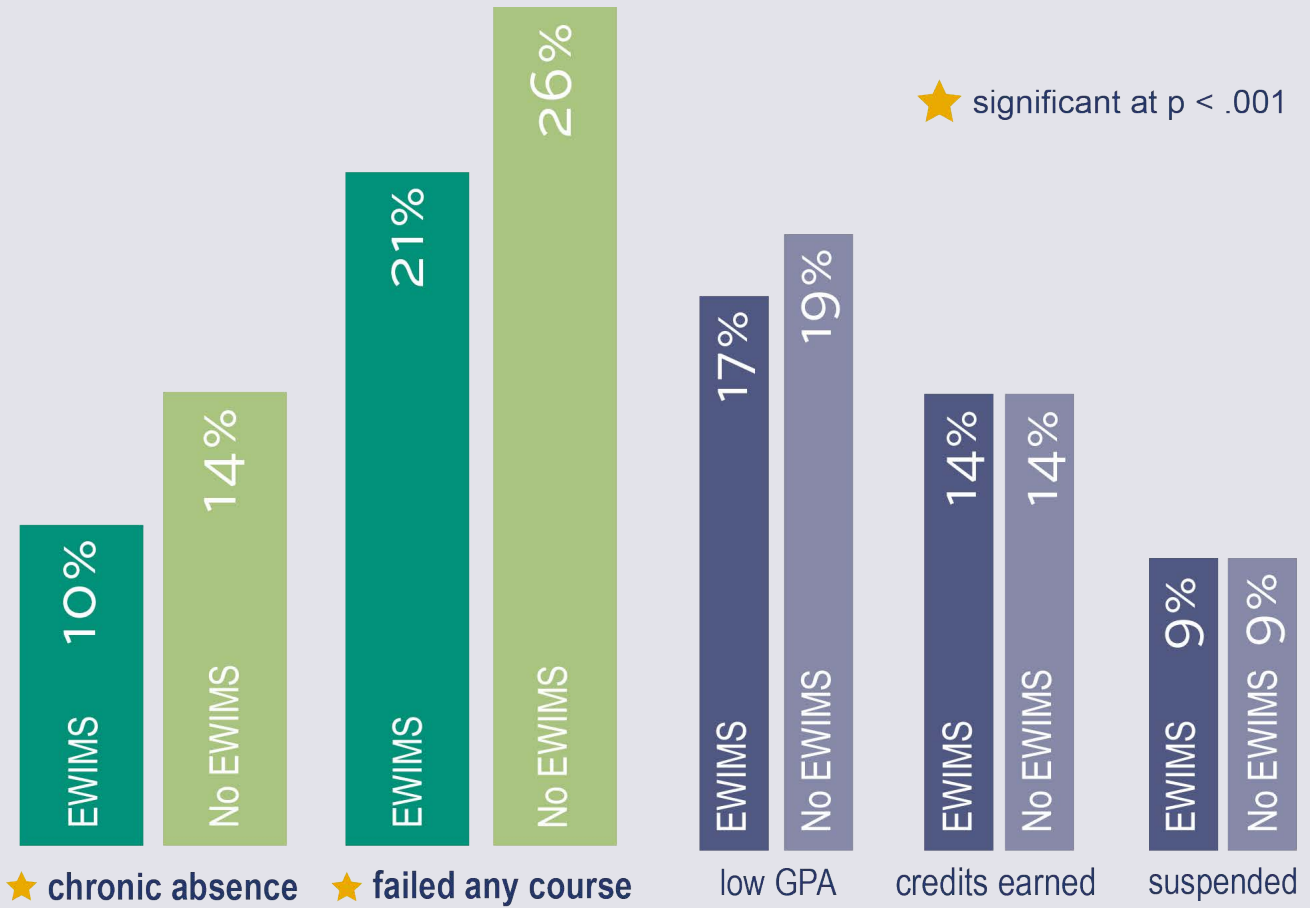
Behavior (suspension)

Course Performance (grades and credits)

Faria, A. M., Sorensen, N., Heppen, J., Bowdon, J., Taylor, S., Eisner, R., & Foster, S. (2017). *Getting students on track for graduation: First-year impact of an Early Warning Intervention and Monitoring System* (REL 2017–272). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from http://ies.ed.gov/ncee/edlabs.

After one year of implementation, **EWIMS reduced** the percentages of students with **chronic absences** and **course failures**

⭐ significant at p < .001

26% No EWIMS

21% EWIMS

14% No EWIMS

10% EWIMS

19% No EWIMS

17% EWIMS

14% EWIMS

14% No EWIMS

9% EWIMS

9% No EWIMS

⭐ chronic absence   ⭐ failed any course   low GPA   credits earned   suspended

EWIMS did not have an effect on the percentages of students with low grade point average, one or more suspensions, or low credit accumulation
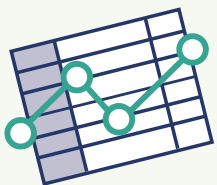
Although **EWIMS** shows real promise, it was challenging for schools to implement

Only 2 schools *implemented the full model* at moderate or high levels

8 schools *stopped using EWIMS* during the year of the study

Common **challenges** included:

Difficulty importing data into the tool

Staff turnover *(challenges getting new team members up to speed)*

Limited staff time to fully implement EWIMS

This is one of the first studies to evaluate the effectiveness of an early warning system in schools. See the full report for additional details on EWIMS implementation and impact.