Interventions for Success: A Response to Intervention Model

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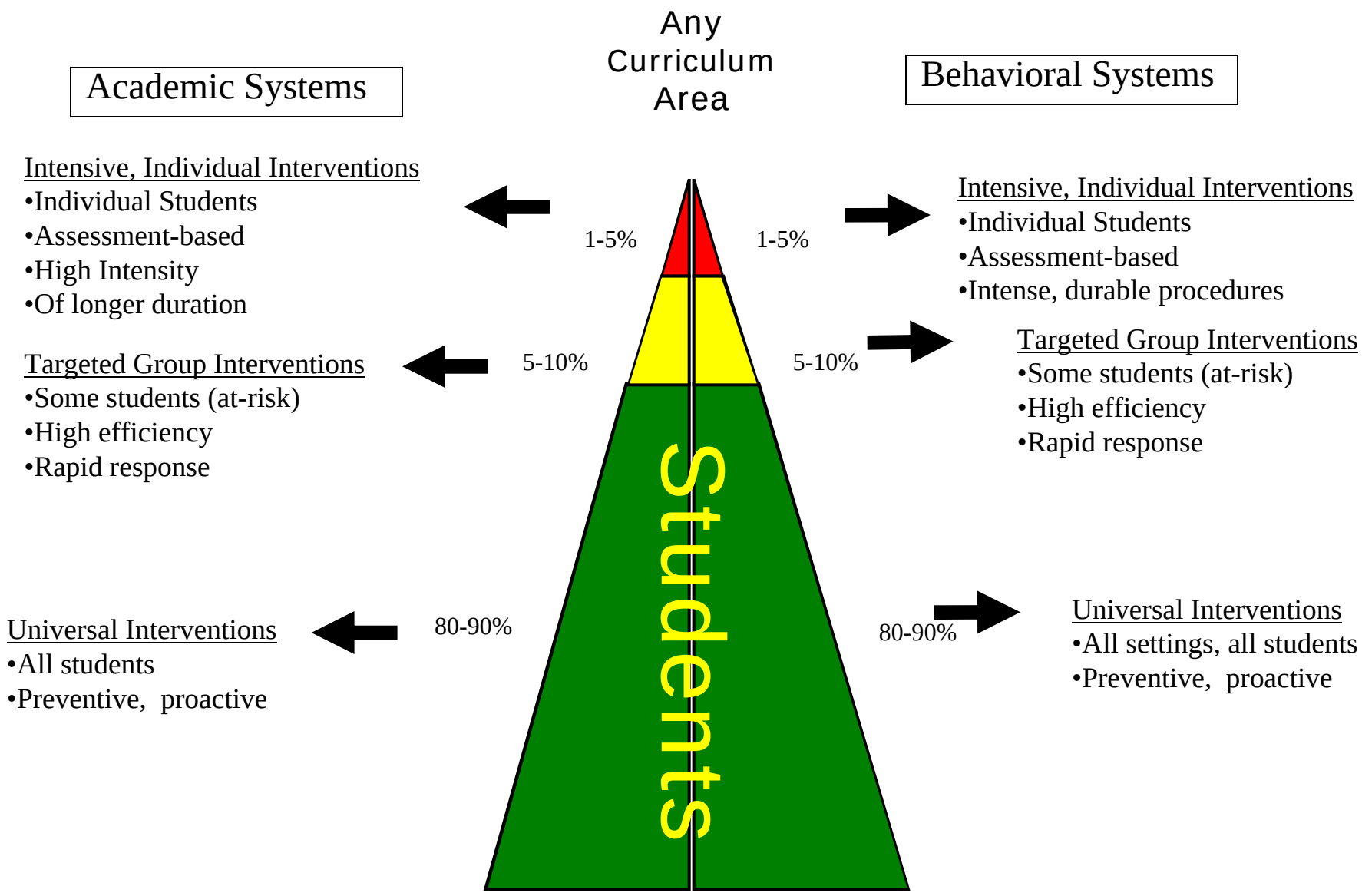
Purpose of Today's Session

- To realize the importance of developing Power Standards and Common Assessments to identify students for intervention and prevention.
- To develop a Response to Intervention program for middle schools and high schools that address the learning gaps of students
- To develop the courage to face and overcome our professional fears.

A Response to Intervention Model



The Knowing - Doing Gap

- "One of the great mysteries in organizational management is the disconnect between knowledge and action. Why does knowledge of what needs to be done so frequently fail to result in action or behavior consistent with that knowledge?"

  -Jeffrey Pfeffer and Robert Sutton

We KNOW Students Achieve at Higher Levels When We…

- Define our purpose as ensuring all students learn rather all students are taught.
- Work together collaboratively rather than in isolation
- Monitor each student's leaning on a frequent, timely basis
- Create systematic interventions that give students extra time and support for learning
- Build continuous improvement processes into routine team practices
- Use achievement data to inform and improve our practice, establish SMART goals, and direct team dialogue

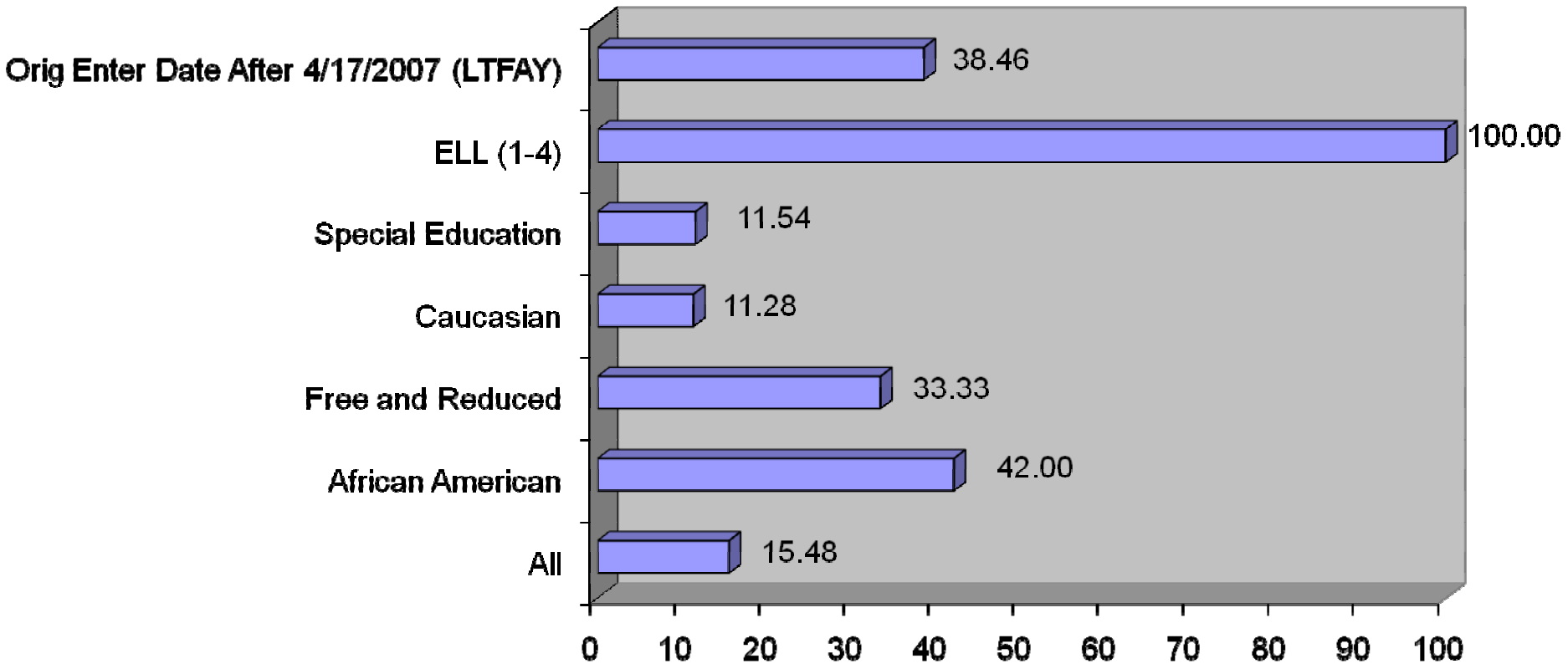
Critical Questions:
If We Believe All Kids Can Learn

- What is it we expect them to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will we respond when they already know it?

Focus on Results

We assess our effectiveness on the basis of **results** rather than intentions. Individuals, teams and schools seek relevant data and information and use that information to promote continuous improvement

9th Grade Algebra Failure Rates First Semester 2007-08



Using Power Standards to Answer What Students are Expected to learn

- **POWER STANDARDS**: **The grade-specific (course specific) learning expectations that are critical for student success.**
  - Power Standards are essential versus the standards that are “nice to know”
  - Power Standards are a carefully selected subset of the complete list of standards and indicators within each grade level students need for success
  - Power Standards are used to **prioritize** existing state standards, **not eliminate** state standards (Safety Net Curriculum)

Using Power Standards to Answer What Students are Expected to learn

- **Rationale**: Robert Marzano (2001) found over 3500 benchmarks spread across 14 content areas. That would change K-12 education to K-22 education.
- **Driving Question:** "What knowledge and skills must I impart to my students this year so that they will enter next year's class with confidence and a readiness for success?"

Identifying Power Standards

1. **Endurance –** Will the standard or indicator provide students with the knowledge and skills that will be of value beyond a single test date?
2. **Leverage –** Will this provide knowledge and skills that will be of value in multiple disciplines?
3. **Readiness for the next level of learning –** Will this provide students with the essential knowledge and skills that are necessary for success in the next level of instruction?

– **Dr. Douglas Reeves, The Leadership and Learning Center**

How to Identify Power Standards

- Develop Power Standards (8-10) per semester that can be tested on the criteria:
  - What essential understandings and skills do our students need?
  - What standards do our students need?
  - What standards can be clustered or incorporated into others?
- Standards developed should be able to have a clear assessment item(s) written for them. Clustered standards may have multiple questions.

Resources to Identify Power Standards

- State Standards/national standards
- District or department curriculum guides
- Assessment Frameworks
- Data on past student performance
- Examples of student work
- Curriculum Framework of High Performing Schools

How do we know if students have learned it? (Formative Assessment)

- Should be a common type of assessment question when students are learning Power Standards.
- Used to inform effectiveness and spur discussion of best practice.
- The teaching and formative assessment of power standards should happen in the same time period, regardless of teacher.
- Power Standards should be assessed early and often in order to provide intervention and collaboration.

How do we know if students have learned it? (Summative Assessment)

- Assessment should happen periodically throughout the semester.
- Objective is to gain an overall summary of achievement of power standards to analyze gaps and plan systematic interventions for students.

Why Common Assessments

- **Efficiency** - by sharing the load teachers save time.
- **Fairness** - promotes common goals, similar pacing, and consistent standards for assessing student proficiency.
- **Effective monitoring** - provides timely evidence of whether the guaranteed and viable curriculum is being taught and learned.
- **Informs individual teacher practice** - provides teachers with a basis of comparison regarding the achievement of their students so they can see strengths and weaknesses of their teaching.
- **Team capacity** - collaborative teacher teams are able to identify and address problem area in their program.
- **Collective Response** - helps teams and the school create timely, systematic interventions for students.

What Happens When Kids Don't Learn?

"High expectations for success will be judged not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn."

-Larry Lezotte, 1991

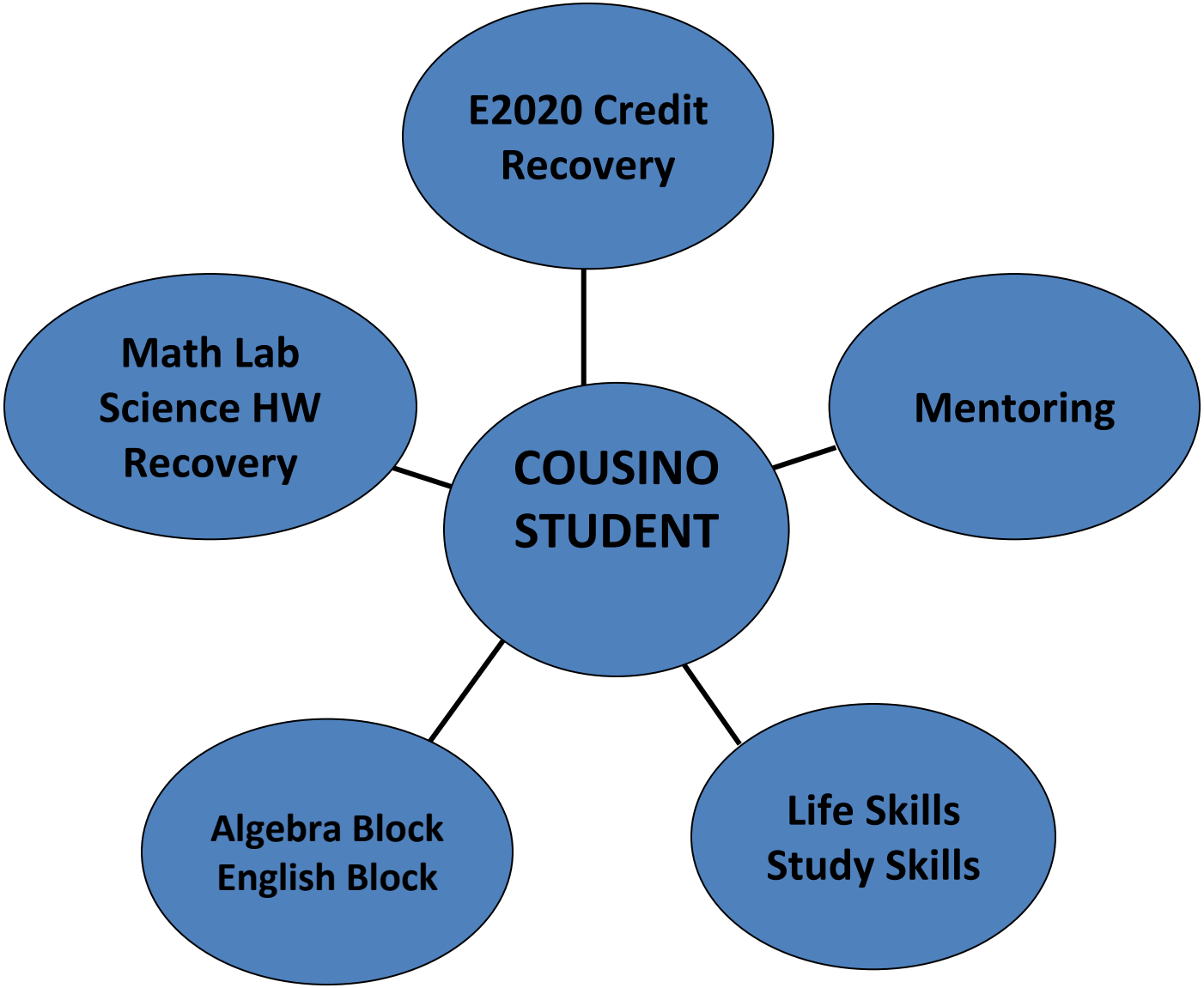
Think-Pair-Share Activity

- Think about responses in your school/district that exist for students that are not learning. List those responses
- Share with a partner those responses and suggest changes/enhancements to those responses. How could your organization better respond to students who are not learning?
- Find common ideas in the responses and suggestions for improvement and share ideas with your partner.

Assess Your Response to Kids Who Are Not Learning

- Are students *assured* EXTRA TIME AND SUPPORT for learning?
- Is our response TIMELY? How quickly are we able to identify the kids who need extra time and support? Is our focus prompt intervention rather than sluggish remediation?
- Is our response DIRECTIVE rather than invitational? Are kids invited to put in extra time or does the system ensure they put in extra time:
- Is our response SYSTEMATIC? Do kids receive this intervention according to a school-wide plan rather than the discretion of individual teachers?

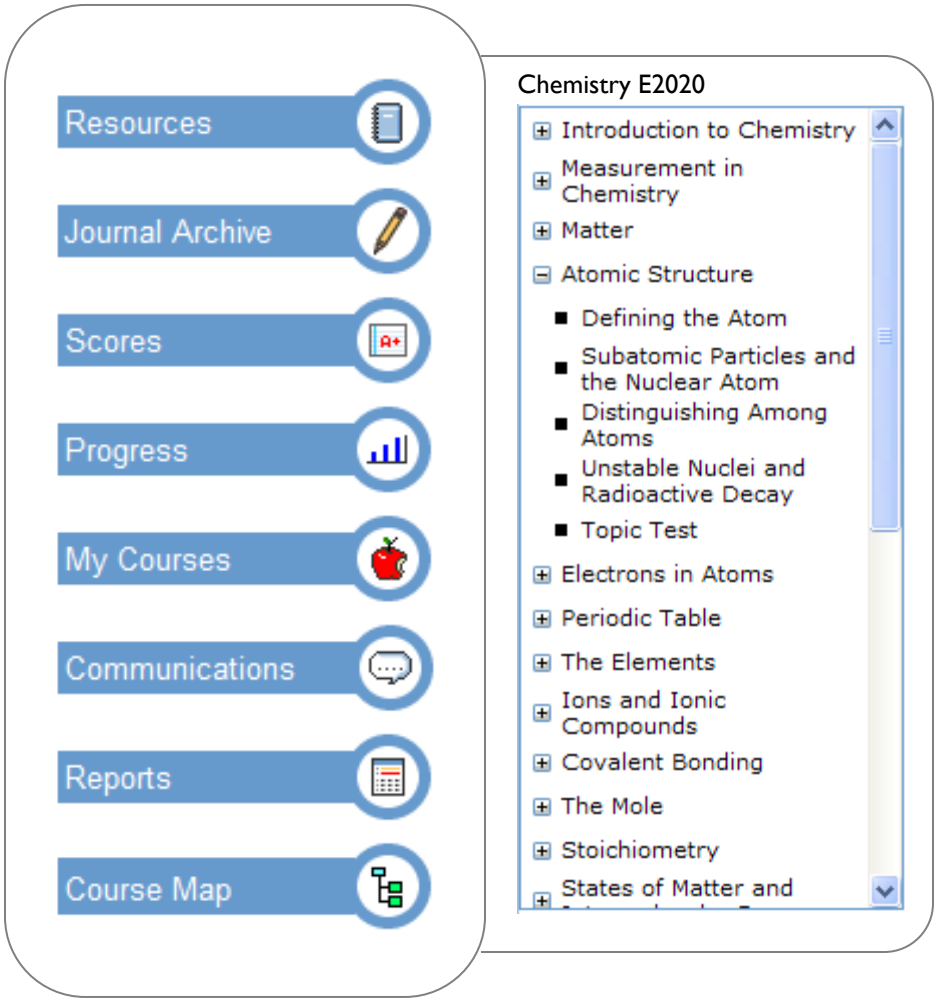
COUSINO HS – INTERVENTION FOR SUCCESS

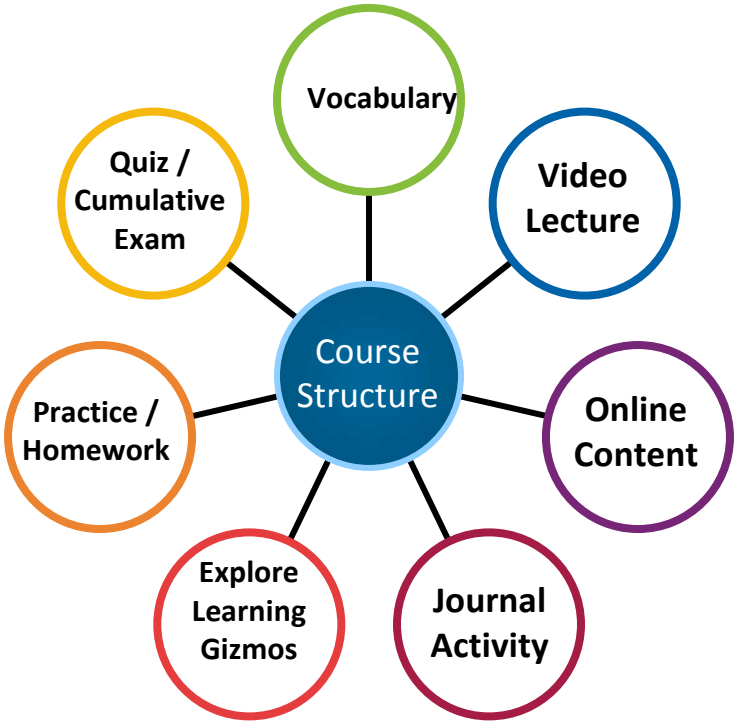


E2020 Credit Recovery

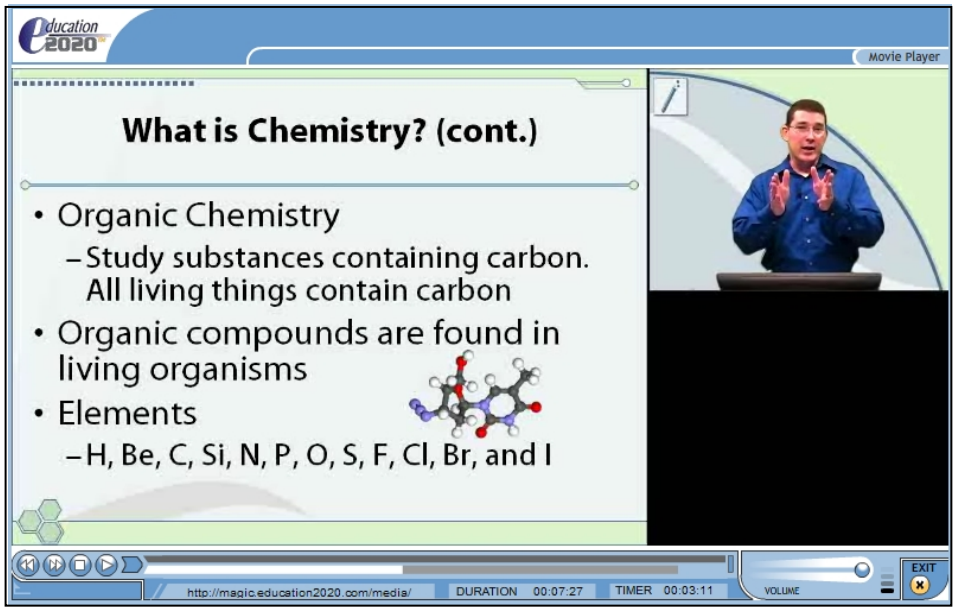
- ALC Designed to recapture credit from 9th and 10th grade students as soon as failure occurs.
- Over 100 students per semester are serviced through the program with about 85% of the students regaining credit.
- Virtual Tutor used with students who are coming in significantly below grade level in reading or mathematics. Program is tailored to meet the needs of the student and build a course
- After School credit recovery is 6 week program that has about 16 students behind in credits. There is 100% success rate in that program.
- 28% of the students enrolled in E2020 are free and reduced lunch students.

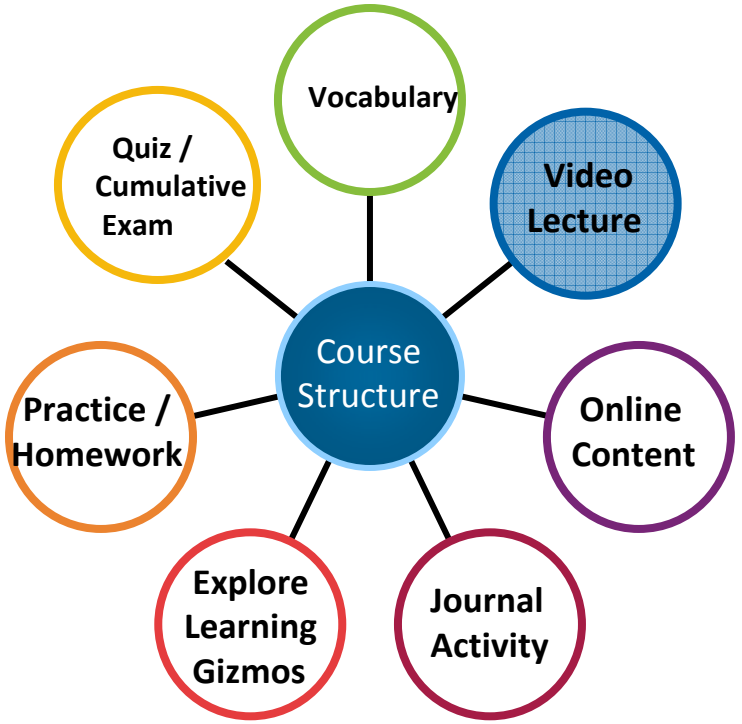
Unique Course Learning Path



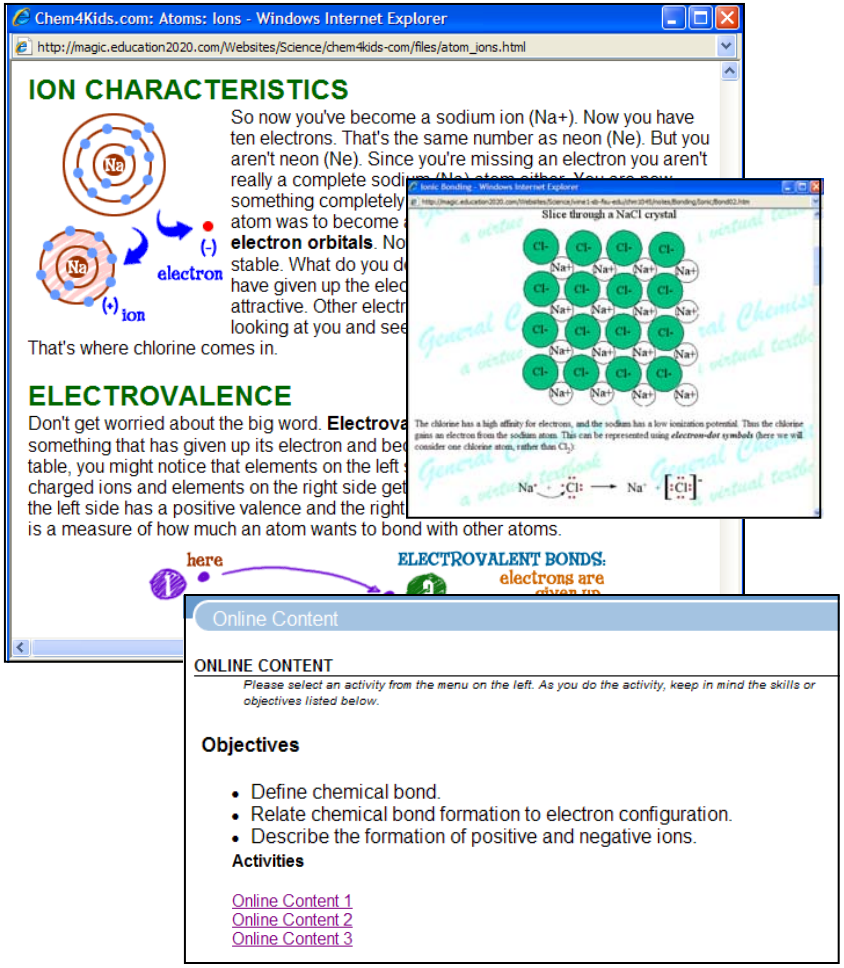


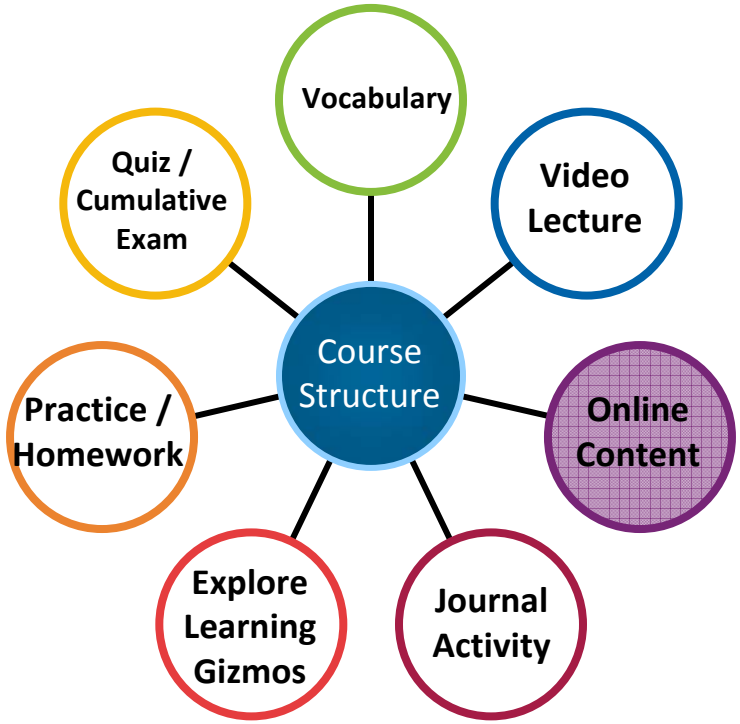
Unique Concept Introduction and Application



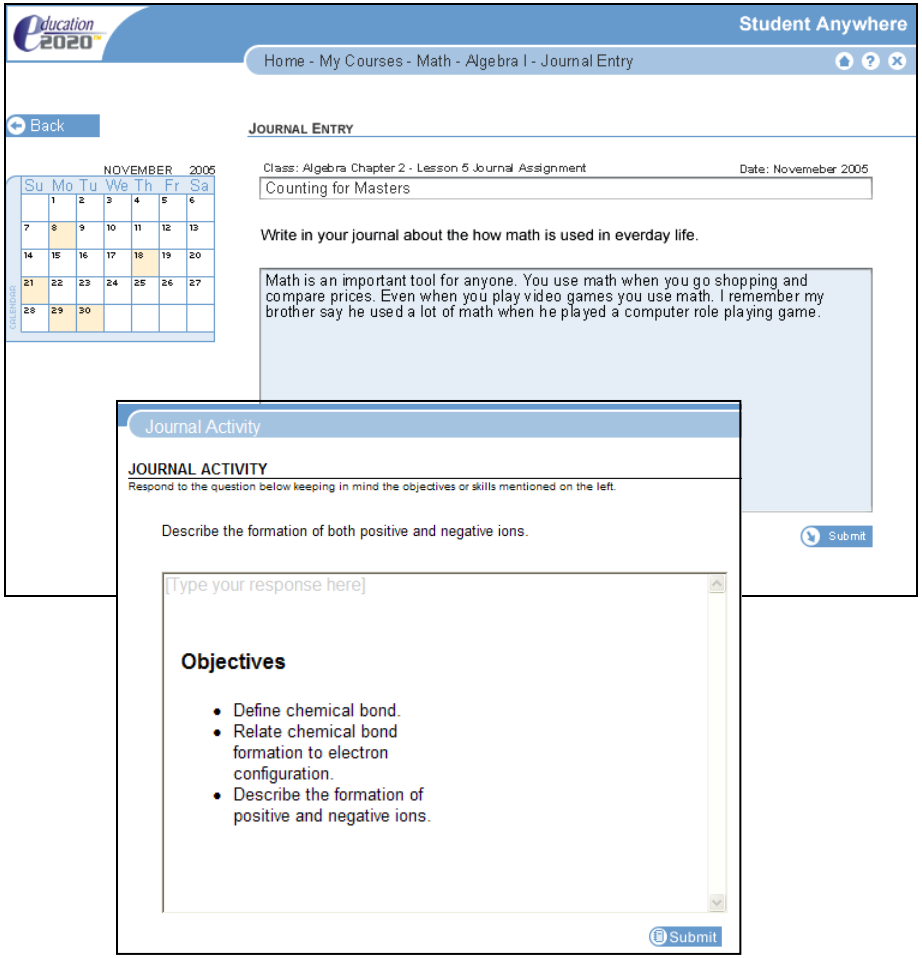


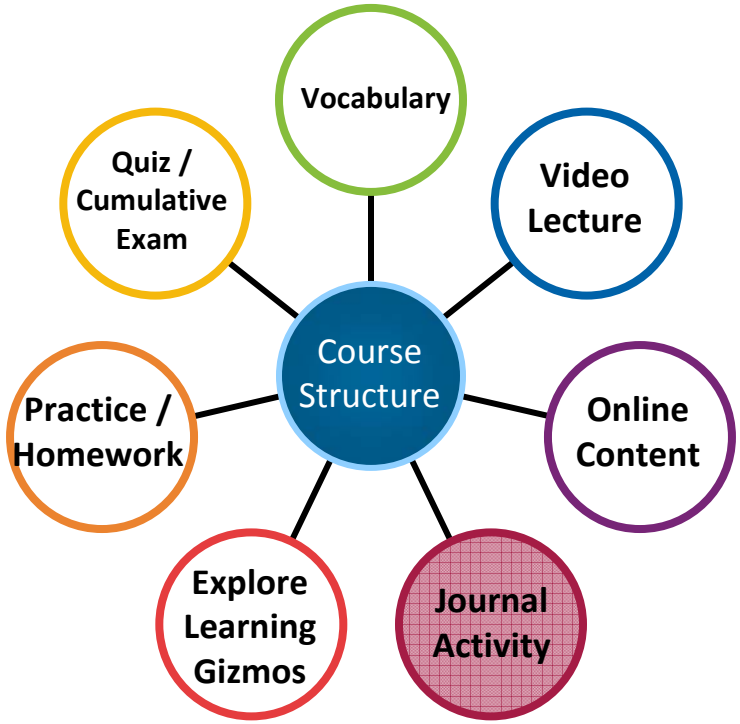
Web-based Extension and Enrichment Activities



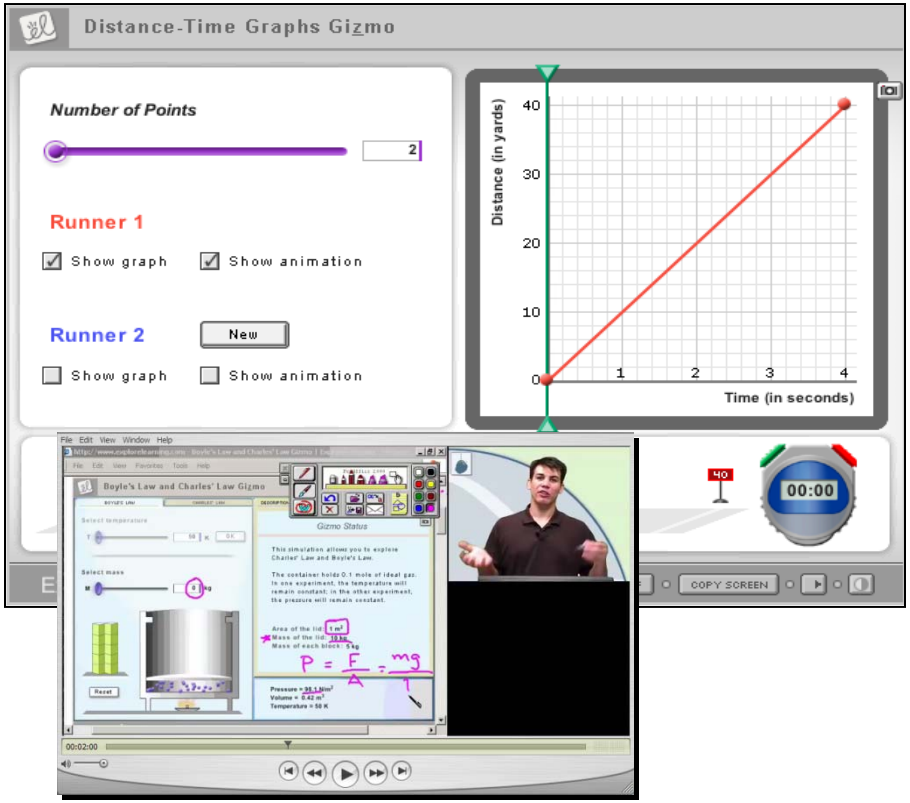


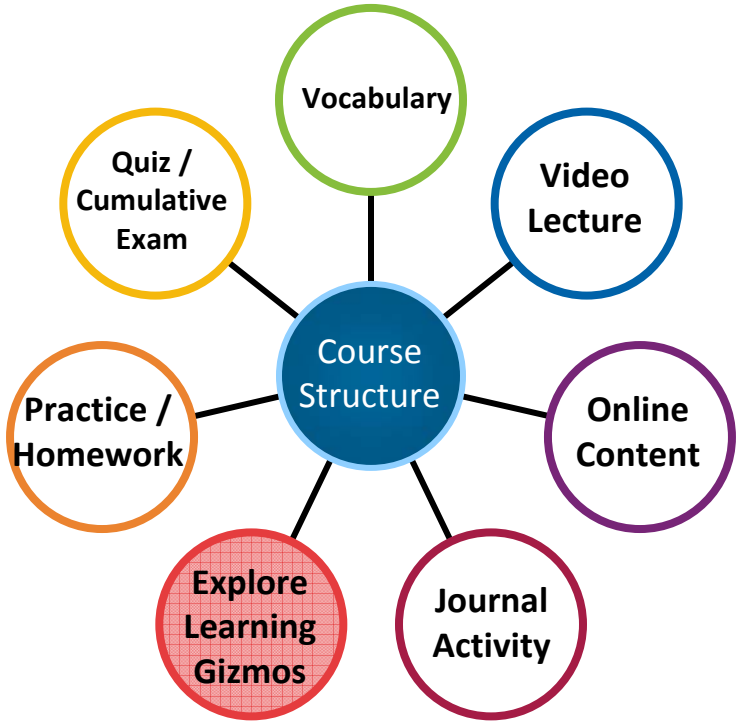
Journal Writing Embedded in All Content Areas



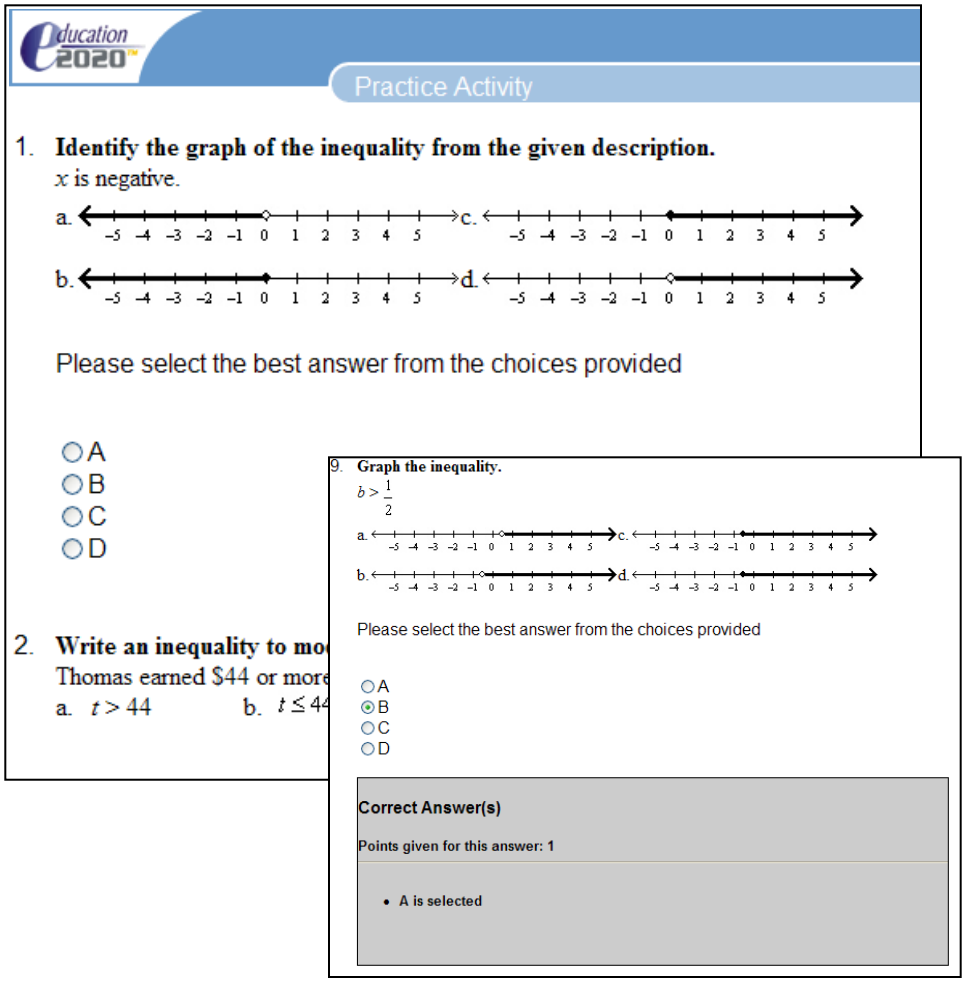


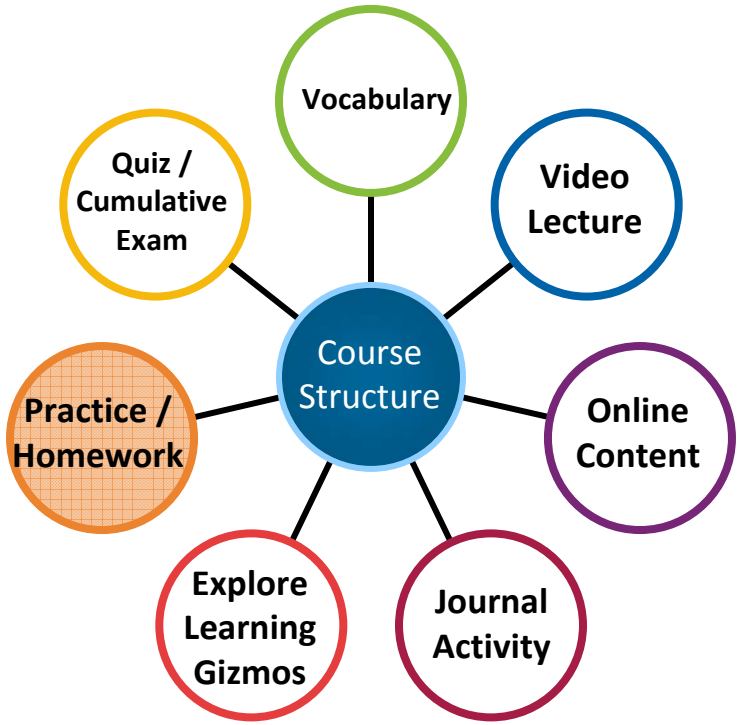
Explore Activities for Application of Concepts



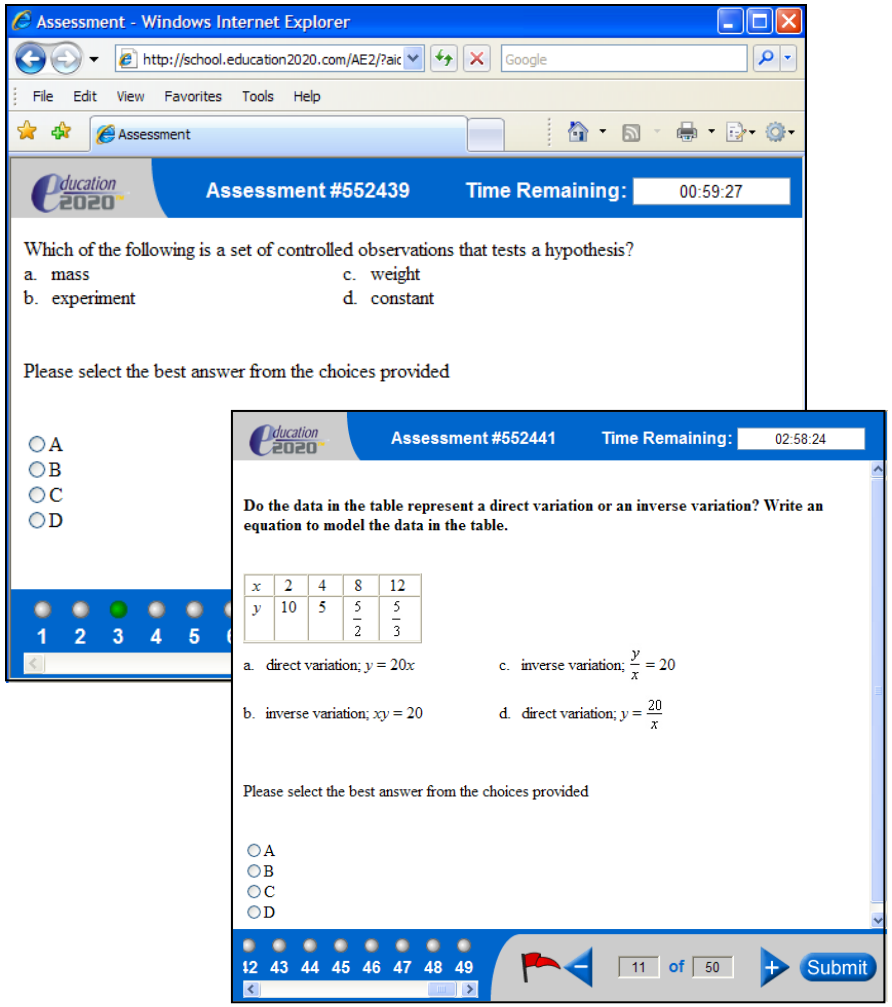


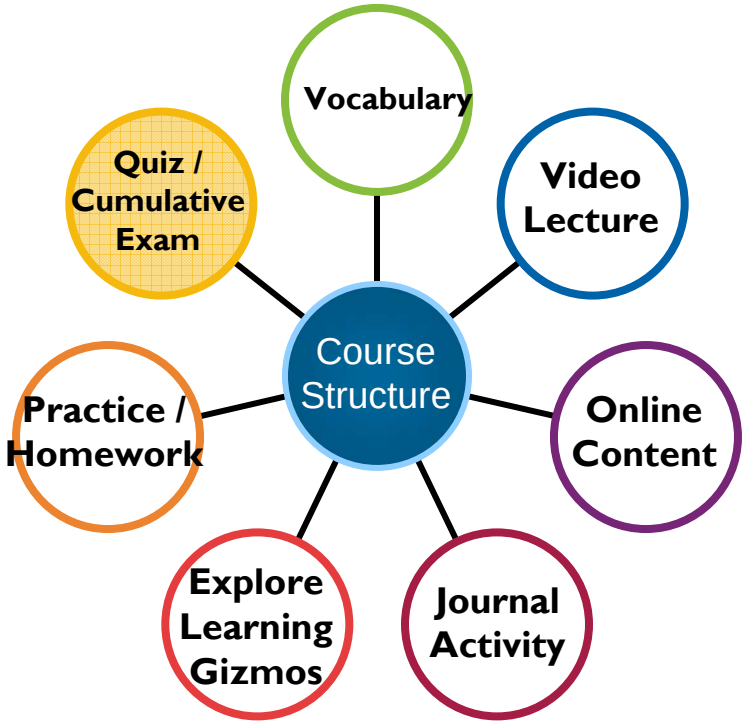
Integrated Practice and Homework Assignments



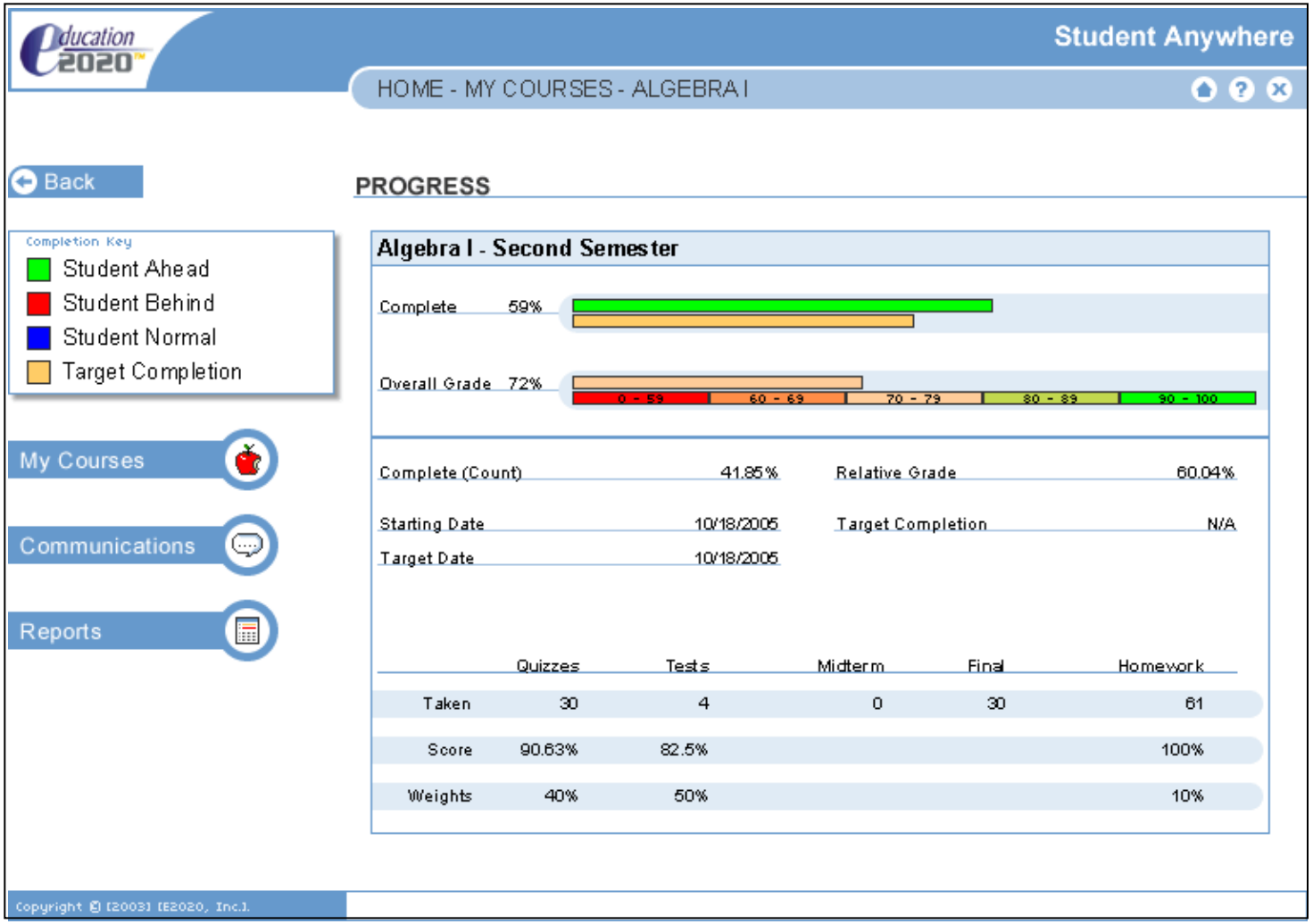


Content Mastery Measured Through Formative and Summative Assessments



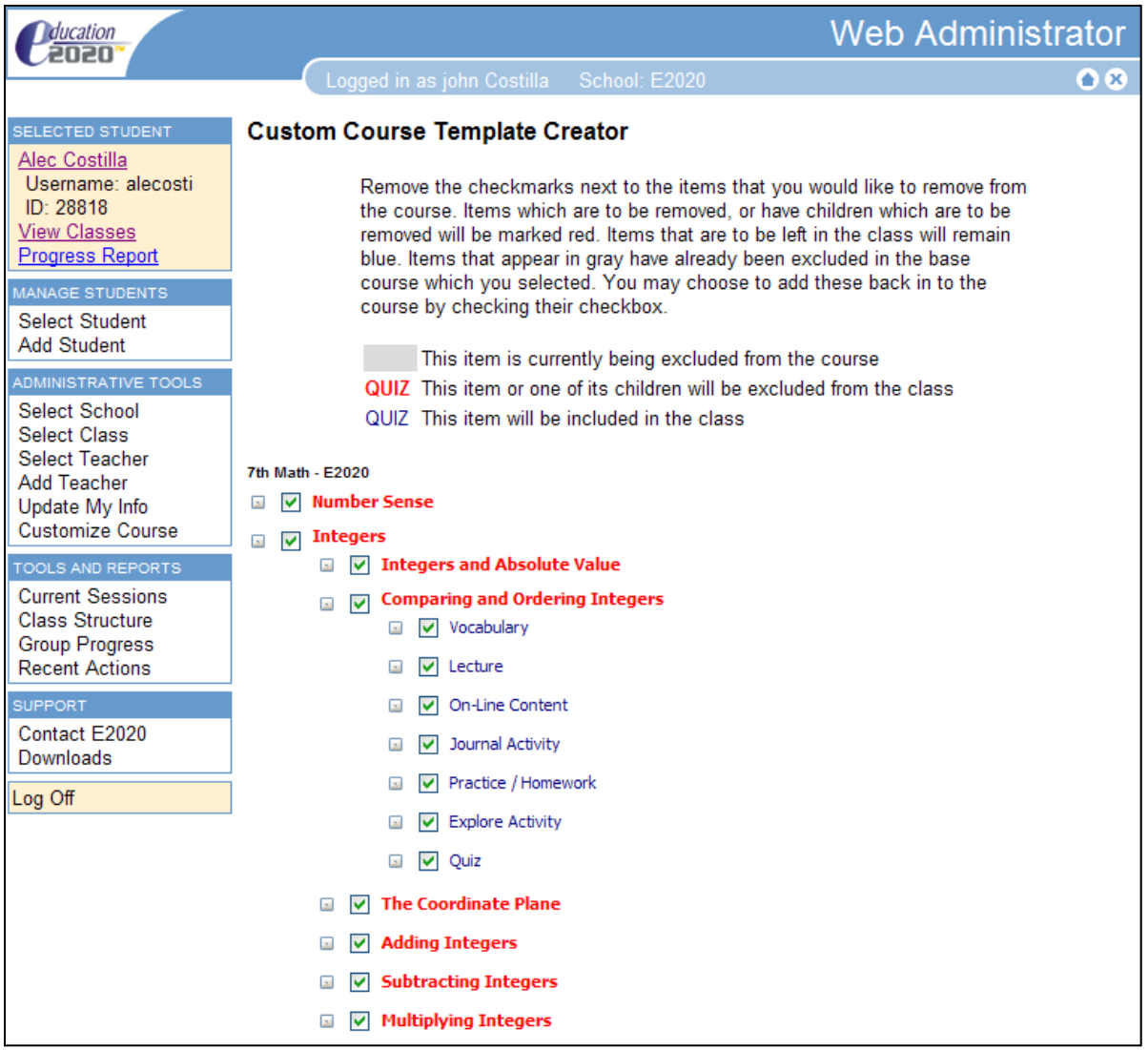


Reporting and Progress Monitoring

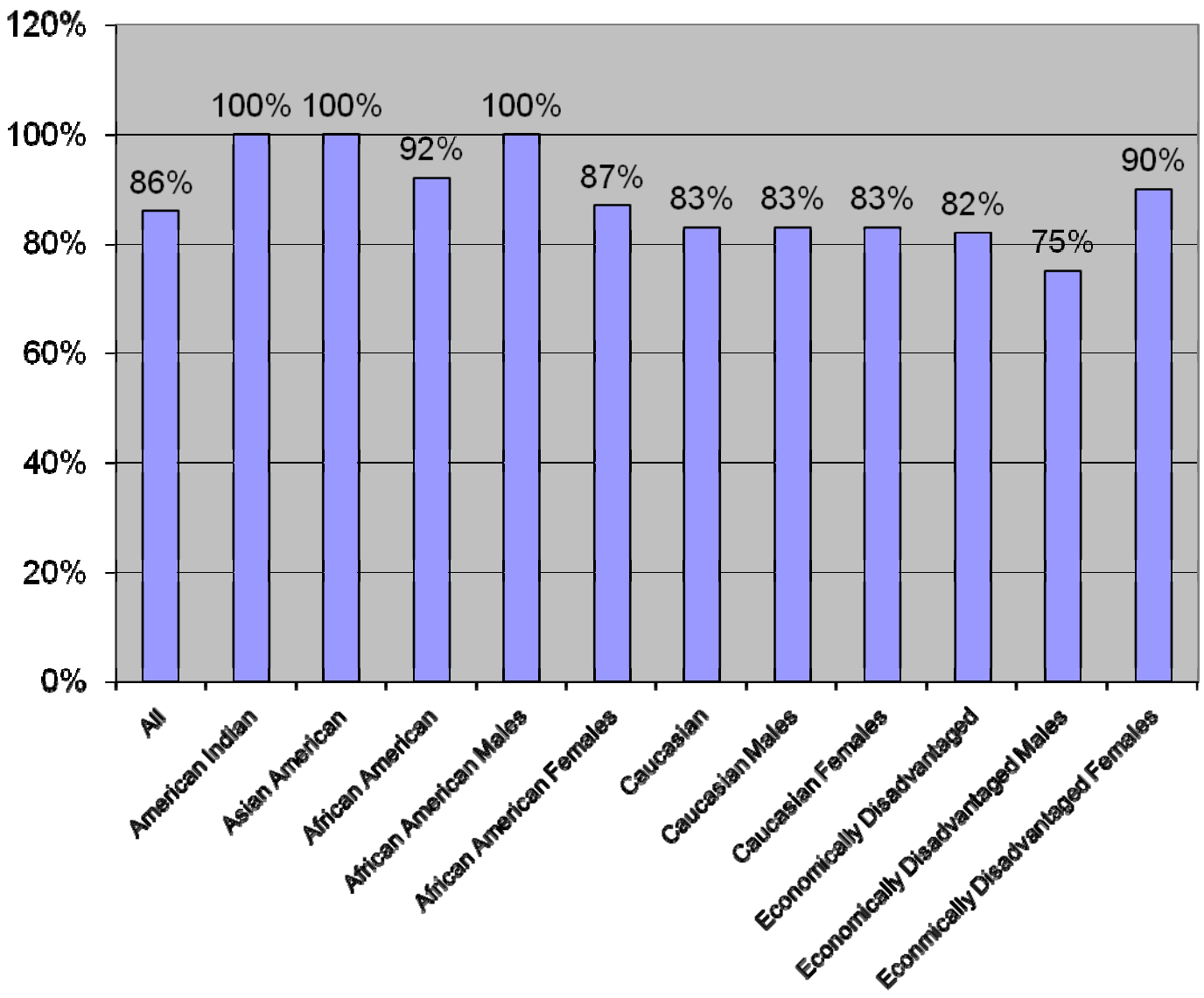


Custom Course Creation Tool

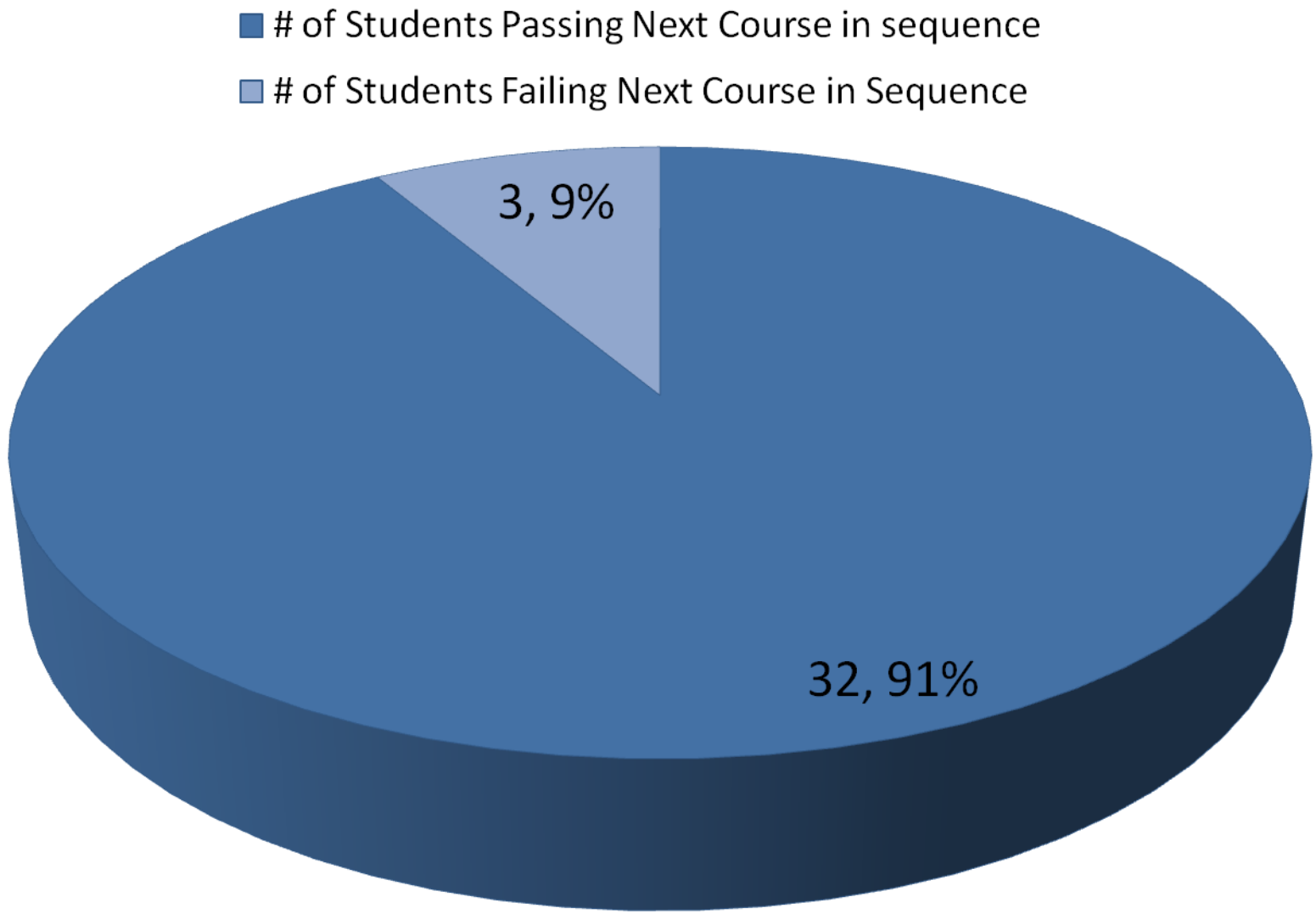
Modify an existing course by removing or adding specific objective content to create custom course.

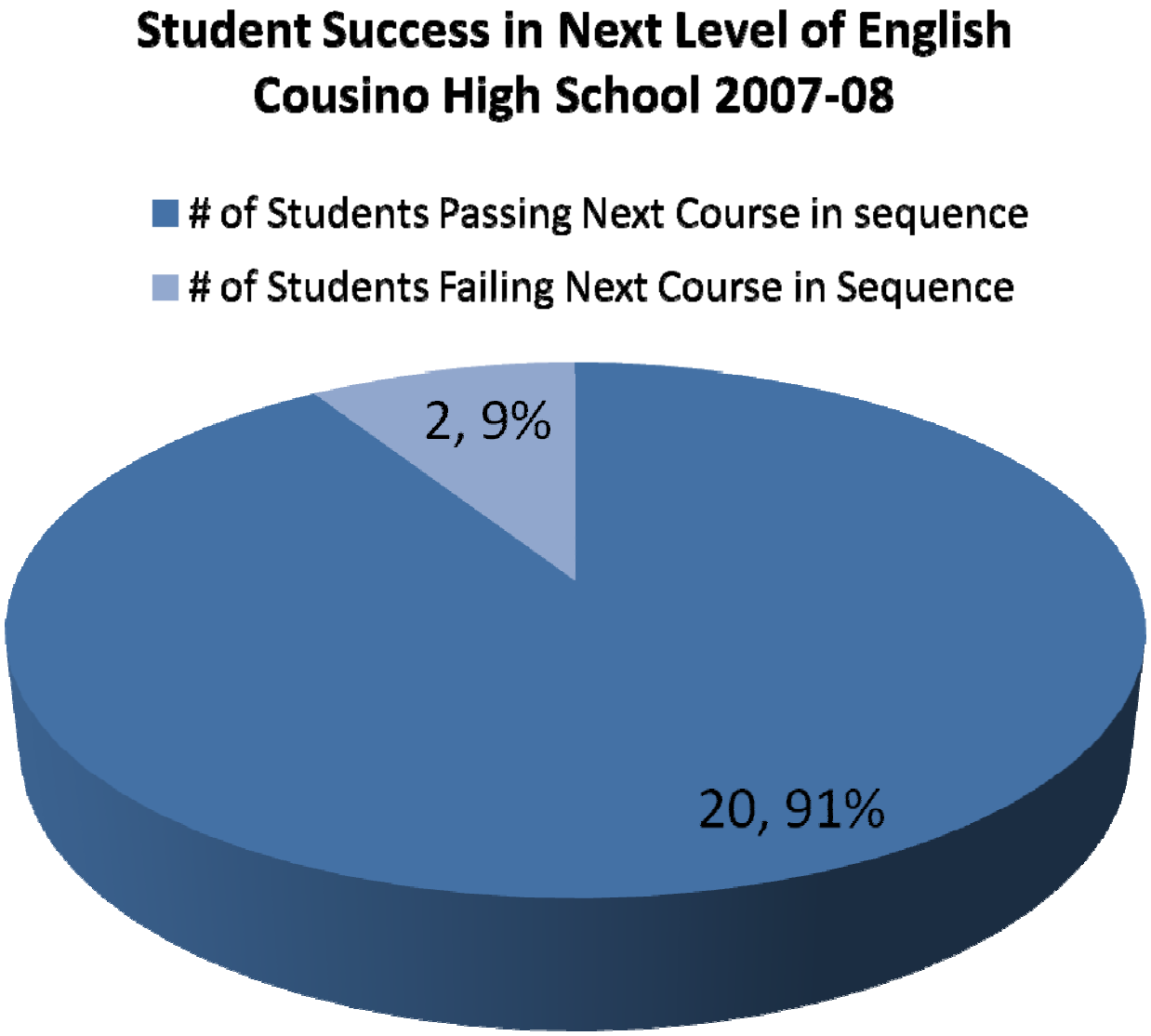


Percentage Passed E2020 Courses

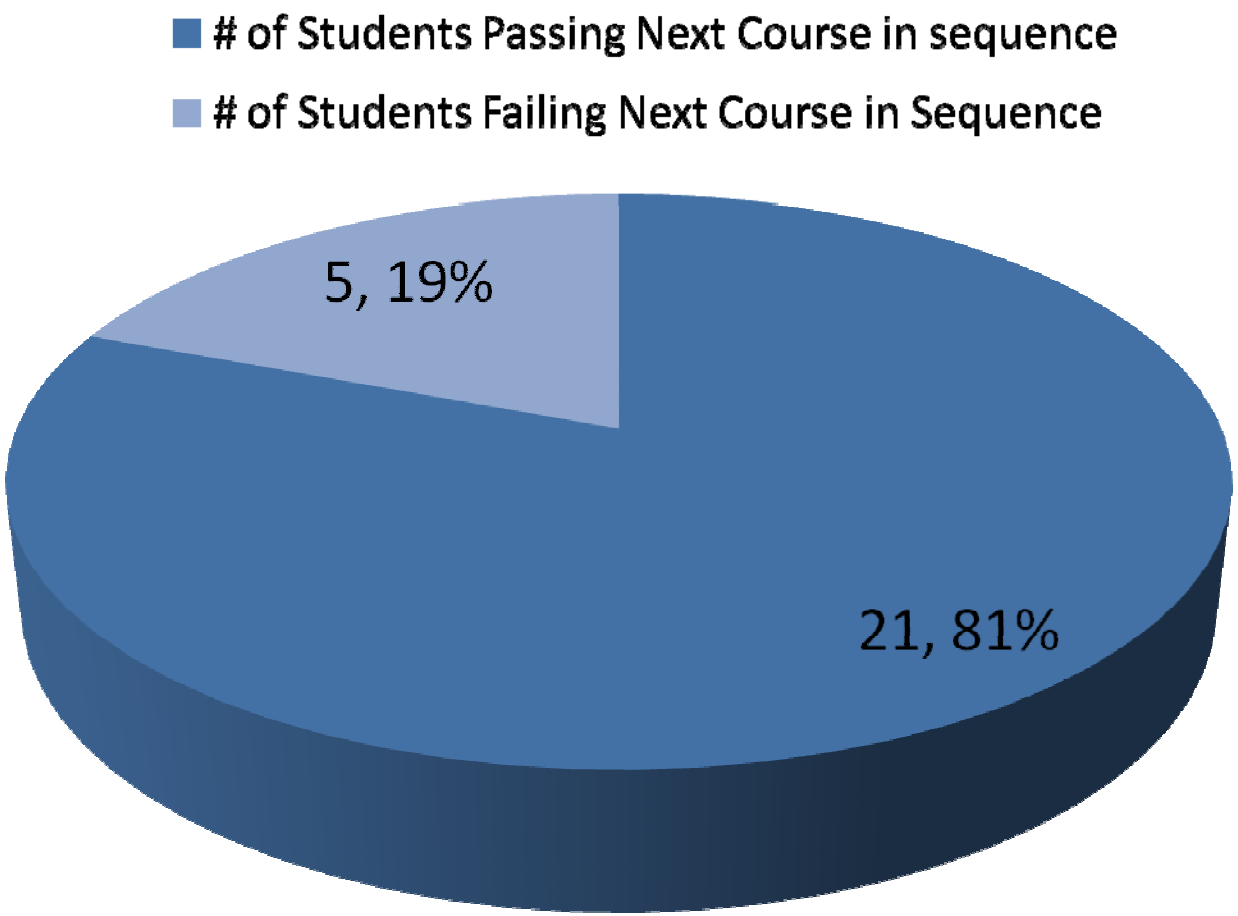


Student Success in Next Level of Mathematics
Cousino High School 2007-08



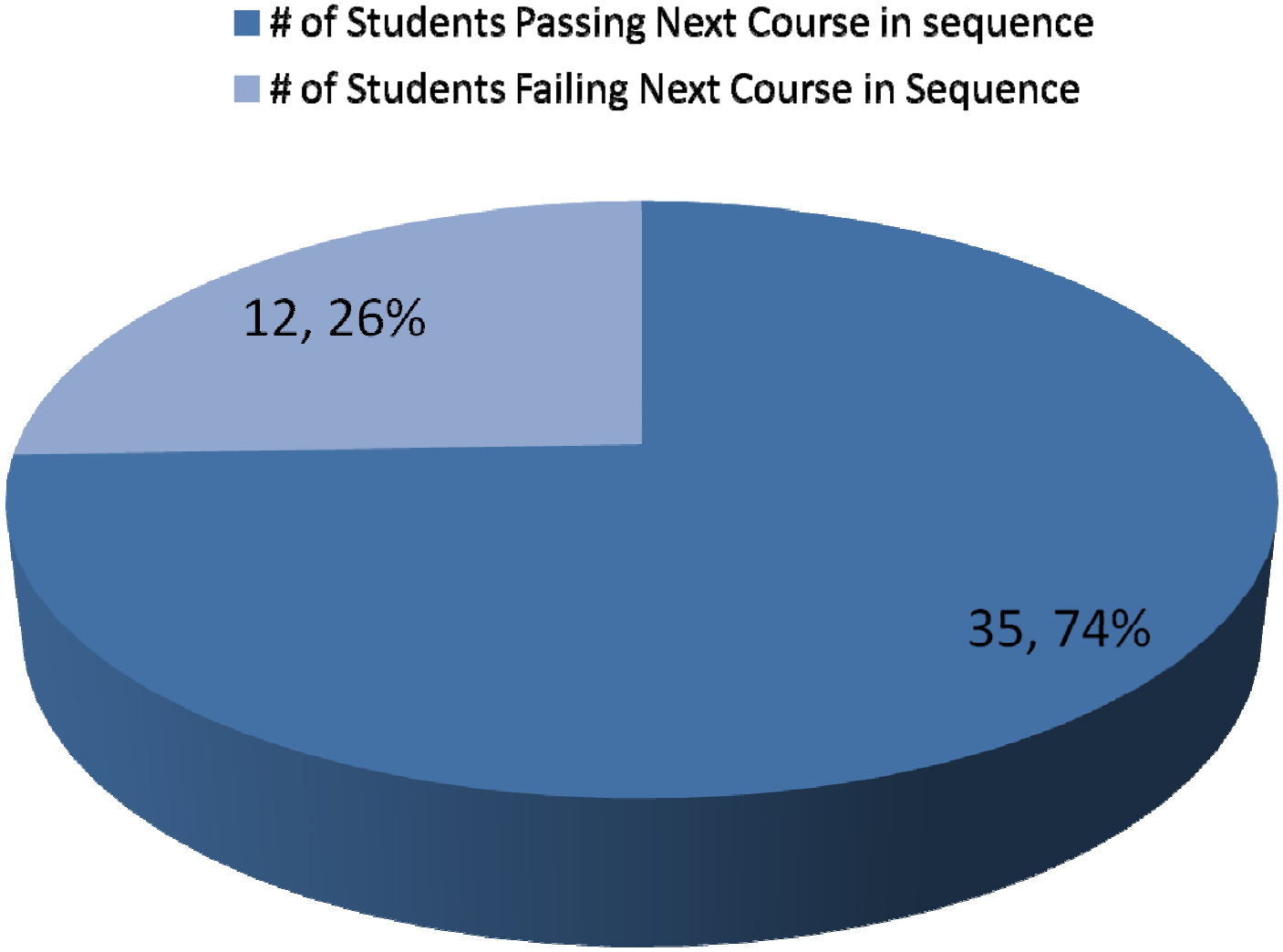

Student Success in Next Level of English
Cousino High School 2007-08
# of Students Passing Next Course in sequence
# of Students Failing Next Course in Sequence
2, 9%
20, 91%

Student Success in Next Level of English
Cousino High School 2008-09



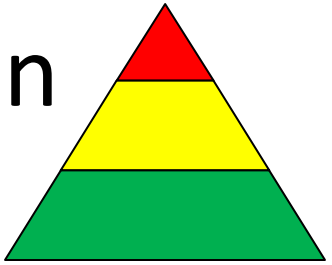
Average GPA = 1.73

Student Success in Next Level of Mathematics
Cousino High School 2008-09



Average GPA = 1.48

Online Academic Intervention
Green Tier Students



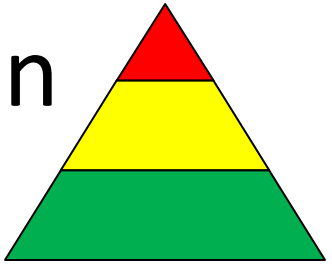
Possible Attributes

- Lazy
- Poor study skills
- Poor organizational skills
- Adjustment issues to high school
- Capable but not willing

Possible Uses of Online Learning Intervention

- Unit Recovery. Student goes into lab to recover missing work under a different structure.
- Traditional Credit Recovery. Student retakes course with ALL curriculum in place to recover credit.

Online Academic Intervention Yellow Tier Students



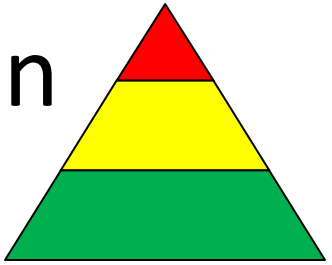
Possible Attributes

- Seems to be a step behind other students.
- Can understand work with direct teacher coaching.
- Understands new concepts, but cannot bring about prior learning to complete.
- Performs poorly on tests and becomes frustrated because he/she does not know what to study.

Possible Uses of Online Learning Intervention

- Unit Recovery. Student goes into lab to recover missing work under a different structure. Modified lessons are created to address learning gaps
- Modified Credit Recovery. Student retakes course with only “Power Standards” included. Remediation of learning gaps are inserted in place of non-essential standards

Online Academic Intervention
Red Tier Students



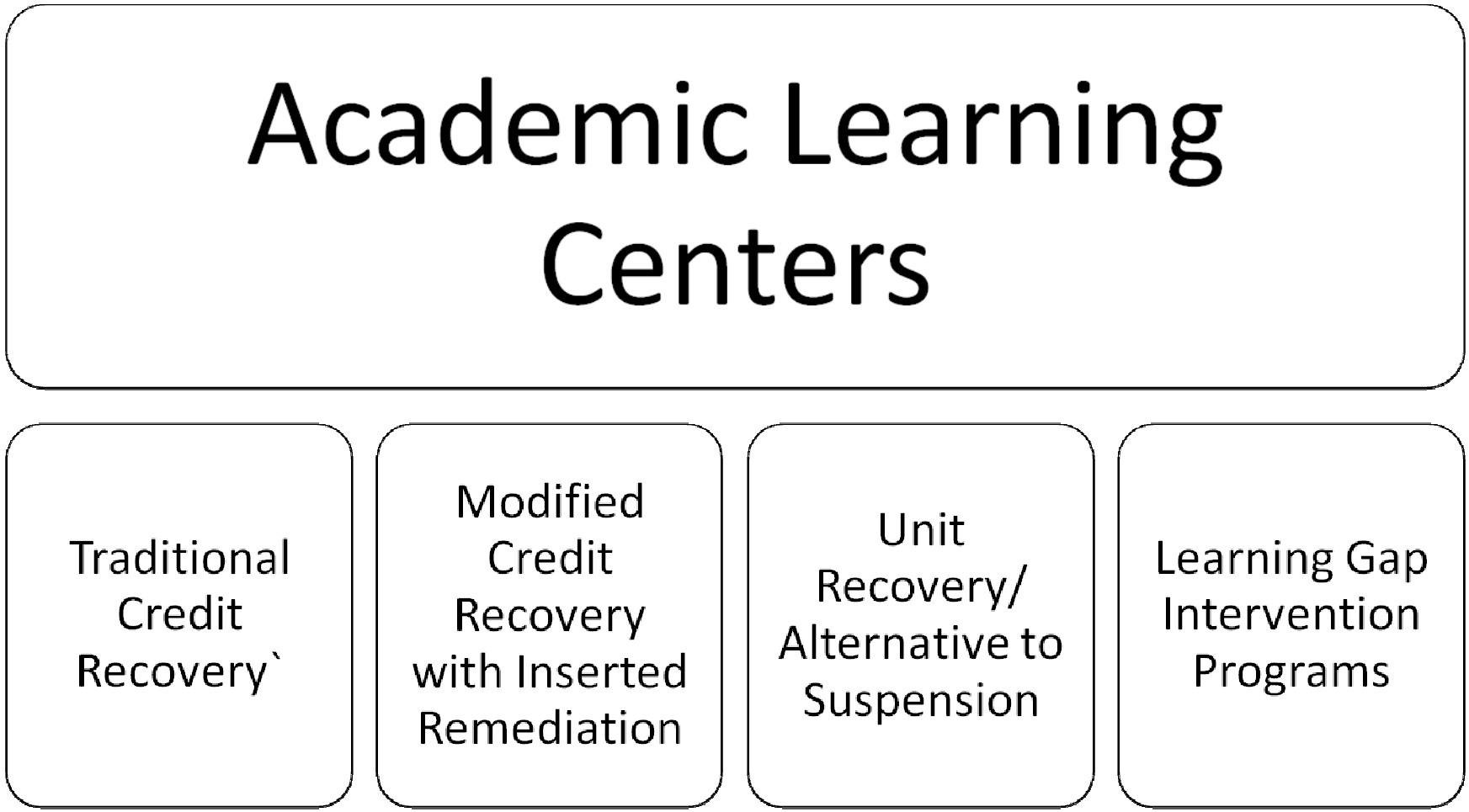
Possible Attributes

- Student does not understand any concept.
- Student has problem with basic skills from 2-3 grade levels prior.
- Student may work very hard, but cannot grasp basic skills needed to understand the concept presented.
- Student performs poorly on all assessments, formative and summative.
- Student is significantly below all other students and may seem humiliated.

Possible Uses of Online Learning

- Learning Gap Recovery. Student is removed from the regular course and placed into a recovery class to focus on recovery of essential concepts from prior grades.
- Student is given a customized, individualized track that addresses gaps. Diagnostic testing is key to prescribing the appropriate intervention,
- Intervention occurs before failure in the regular course. Student is addressed before entering the grade level or moved before failure occurs.

Structure of Academic Learning Centers



Conditions Necessary for Successful Online Credit Recovery Programs

- **Appropriate Teacher(s)**
  - Dedicated to the success of the program.
  - Invested in coaching students
  - Disciplined and Organized.
- **Appropriate Student Identification**
  - Not a dumping ground for behavior problems.
  - Confrontational, oppositional, defiant students not successful in program
  - Use first week of class to determine any student who needs alternative placement.
- **Appropriate Delivery System**
  - Significant Video Component. Students needing academic intervention have trouble with text-based programs.
  - Structured Program. Students know what to expect everyday.
  - Ease of use and flexible.
  - Rigorous
  - Use of “hands on” activities.
- **Appropriate Management System**
  - Customized for groups and individuals.
  - Clear progress reporting and accountability.
  - Secure.

Considerations for Use of Education 2020

- **Seat Time Waivers**. Some students benefit from not coming to school everyday, but completing work from home.
- **Intercession Programs**. Students who almost pass (50-59) can complete units at home in a specified time to earn a D- in class. Must have agreement of teacher.
- **Acceleration**. Students who cannot fit certain requirements into the regular schedule can take classes at home.

Additional Considerations of Education 2020 Use

- Strict Discipline Academy
- Gifted elementary or middle school students who need acceleration.
- Middle school students who need intervention.
- Summer bridge program between 8th and 9th grades.
- Overage middle school students
- IEP for special education students needing individualized instruction.
- At home applications with unit recovery for students who are struggling

Implement computer based learning by allowing it to compete against non-consumption at the outset, where the alternative is nothing at all.

Disrupting Class – Clayton M. Christensen

Mentoring

- Program designed by the counselors to give 9th grade students an 11th or 12th grade mentor. Each 9th grader in the program has a 11th or 12th grade mentor. Each mentor has a teacher coach.
- There are about 15 meetings throughout the year where mentees, mentors, and coaches are pulled from different hours and learn a curriculum that helps them improve academically and socially. Students learn how to become a team, improve study skills, set goals, etc.
- There are 132 9th grade students enrolled in the program with 17% free and reduced lunch students

Algeblock/Englishblock

- Students identified in 8th grade as struggling in English or mathematics.
- Students placed in a two hour block for Algebra earning one credit in algebra and one credit in math recovery.
- Students placed in two hour English class earning one credit of English 9 and one credit of Power Reading.
- Second semester of Algeblock moves to just a regular algebra class and a support hour.
- Movement is now in Geometry with students having a support hour in Geometry.
- 18% of the students enrolled in the block programs were free and reduced lunch students.

Math Lab/Science Homework Recovery

- Program is designed to force students to attend an after school program to make up missing work and gain tutoring for improved grades.
- Ideas generated out of the math and science PLC groups.
- The math lab has a mini lesson component as well as mandatory work on missing assignments.
- The Science Homework recovery is focused on just having students make-up missing work.
- The common theme is that homework is not optional. Either work is completed or students must stay after school to complete the work.
- 39 students enrolled in math lab, 44 students in science homework recovery. 31% free and reduced lunch in math lab while 27% free and reduced lunch students in science homework recovery.

Life Skills Program

- Idea generated out of the support group PLC.
- Goal of program is to assist students having emotional difficulties an opportunity to develop skills to make them more academically successful.
- Objectives of the program are to increase academic performance and decrease discipline referrals.
- Pre and Post student assessment tool used to collect data.
- Data from 2006-07 showed success rate of about 90%.

Backwards Planning to Implement Intervention and Prevention Initiatives

- **Identify Desired Results** – What do we want to see happen as a result of the initiative? What knowledge and skills are required to enact the initiative?
- **Determine Acceptable Evidence –** What evidence will we accept to measure the effectiveness of the initiative?
- **Plan Actions to Achieve Goals-**This step happens only after the first two are complete.

"Give me six hours to cut down a tree and I will spend the first four sharpening the axe." – ***Abraham Lincoln***

Considerations for Action Steps

- Diagnose before prescribing.
- Get the “right people on the bus and in the right seats.”
- Plan for predictable concerns
- Support with intrinsic and extrinsic rewards for all participants (students and staff)
- Implement action where the only other choice is nothing at all.
- Work smarter, not harder. Keep the action as simple as possible and over- communicate.
- Have everyone involved commit to the action steps, even if they do not “love it.”
- Think big, but start small and gain an early win.

Effective Schools need Courageous Leadership

"I never take counsel of my fears" – George Patton

"The ultimate measure of a man is not where he stands in moments of comfort but where he stands in times of challenge and controversy. Courage faces fear and thereby masters it; cowardice represses fear and is thereby mastered by it. We must constantly build dikes of courage to hold back the flood of fear" – Martin Luther King, Jr.

Developing a Courageous Leadership Imperative

- In Highly Reliable Organizations (Air Traffic Controllers, Regional Electric Grids) cannot even imagine failure as an option. They share the following characteristics:
  - **Begin with the core**. These are the non-negotiable purpose, values, and intentions.
  - **Create organizational meaning**. Create a positive meaning for yourself and your school.
  - **Maintain constancy and clarity of purpose**. Focus on priorities that are consistent with the purpose of the school.
  - **Confront the data and your fears**. Name and face your fears constructively.
  - **Build sustainable relationships**. Encourage one another to work toward a common purpose

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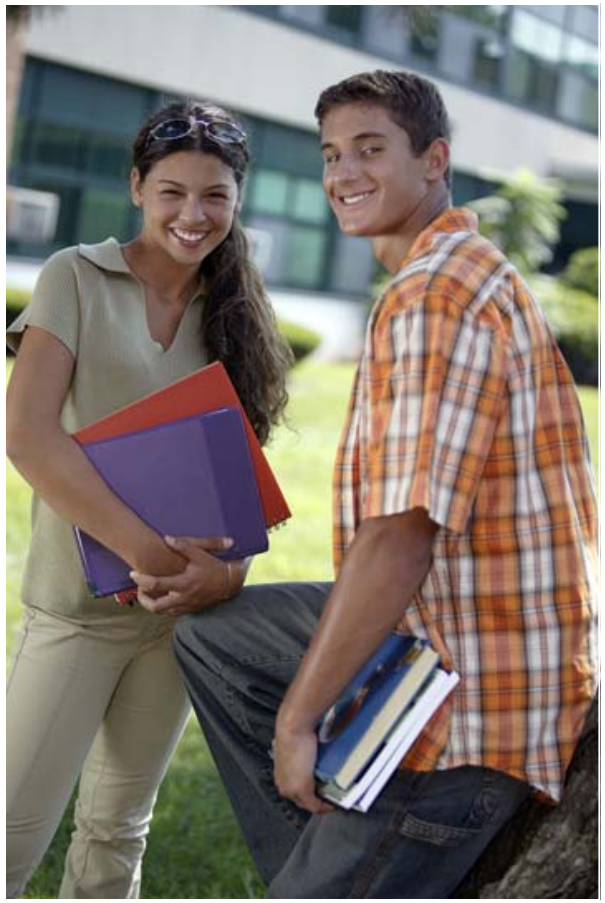
A Response to Intervention Model



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