

Some students are not proficient, now what?

A look at middle and high school intervention models

Introductions

- Danica Jensen – Counselor, Westview High School
 - Kacey Farrens – Counselor, Westview High School
 - Debbie Hicks – Intervention Specialist, Whitford Middle School
 - Jennie Knapp – Intervention and Assessment Specialist, Beaverton School District
-

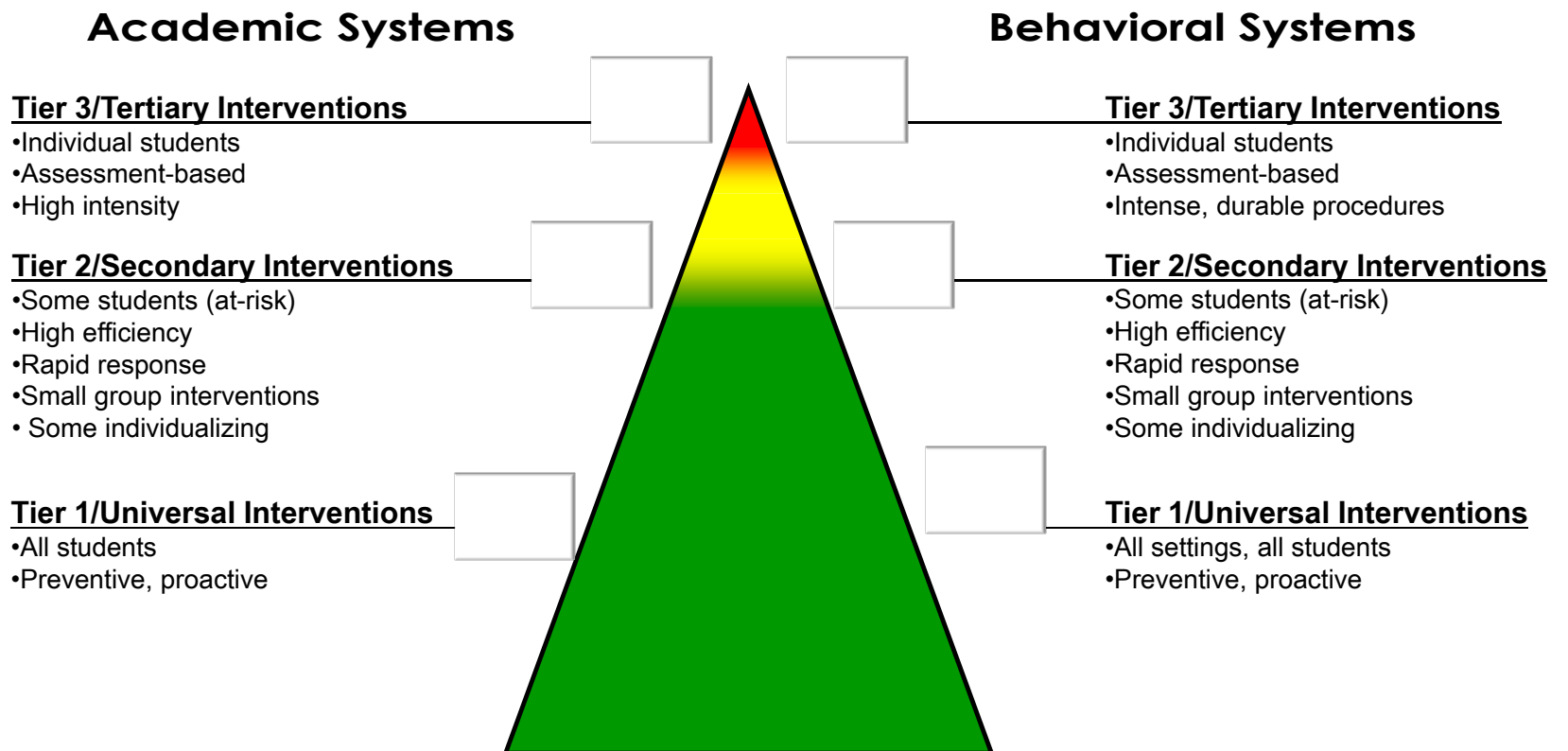


Objectives:

- Describe tiered intervention models that can be used in middle and high schools.
- Evaluate secondary scheduling options that allow flexibility to meet student needs.
- Analyze early-warning data for some sample students to determine whether academic, behavior or attendance intervention(s) is needed.

What is Intervention?

- Student Engagement is at the core of this work.



Tiered Interventions - Tier 2

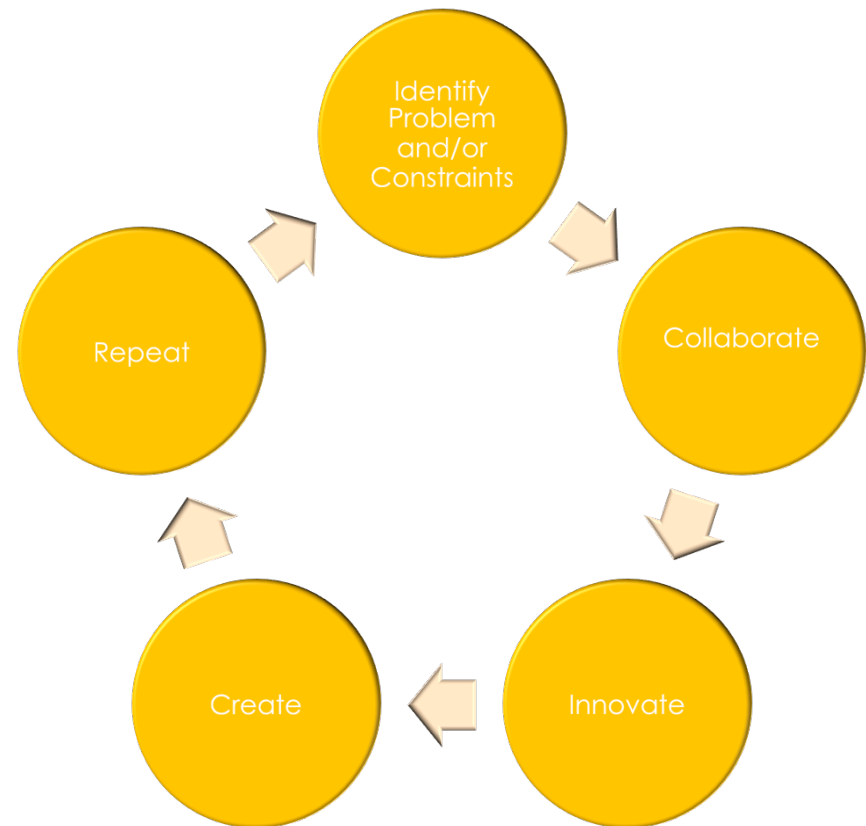
- ▣ Extensions at the middle school level.
- ▣ 8.5 Summer School.
- ▣ Pre AP & AP Macro-Econ



Westview Summer School 2013

Collaborate, Innovate, Create, Repeat.

- ▣ Identify the gap
- ▣ Collaborate
- ▣ Identify the problem behind the gap
- ▣ Innovate – Create an exciting and “idealistic” vision
 - ▣ Summer 8.5
- ▣ Identify your constraints
- ▣ Create solutions
 - ▣ Acceleration & Enrichment
- ▣ Collaborate - Invite school and district leadership to the conversation
- ▣ Identify...Collaborate.....
Innovate....Create....Repeat



The Vision Summer 8.5

- ▣ Identify students
 - ▣ Create an academic and social bridge between 8th and 9th grade
 - ▣ Focus on 9th grade academic and behavioral learning targets
 - ▣ Build positive relationships
 - ▣ With other student leaders
 - ▣ With staff
 - ▣ With the school and its culture
 - ▣ Connect
-

Acceleration & Enrichment

▣ The “Win-Win” Concept

- ▣ Offer learning opportunities that our students are accessing elsewhere.
- ▣ Offer them with OUR learning targets and our standards so that they could earn credit where applicable, and accelerate when earned

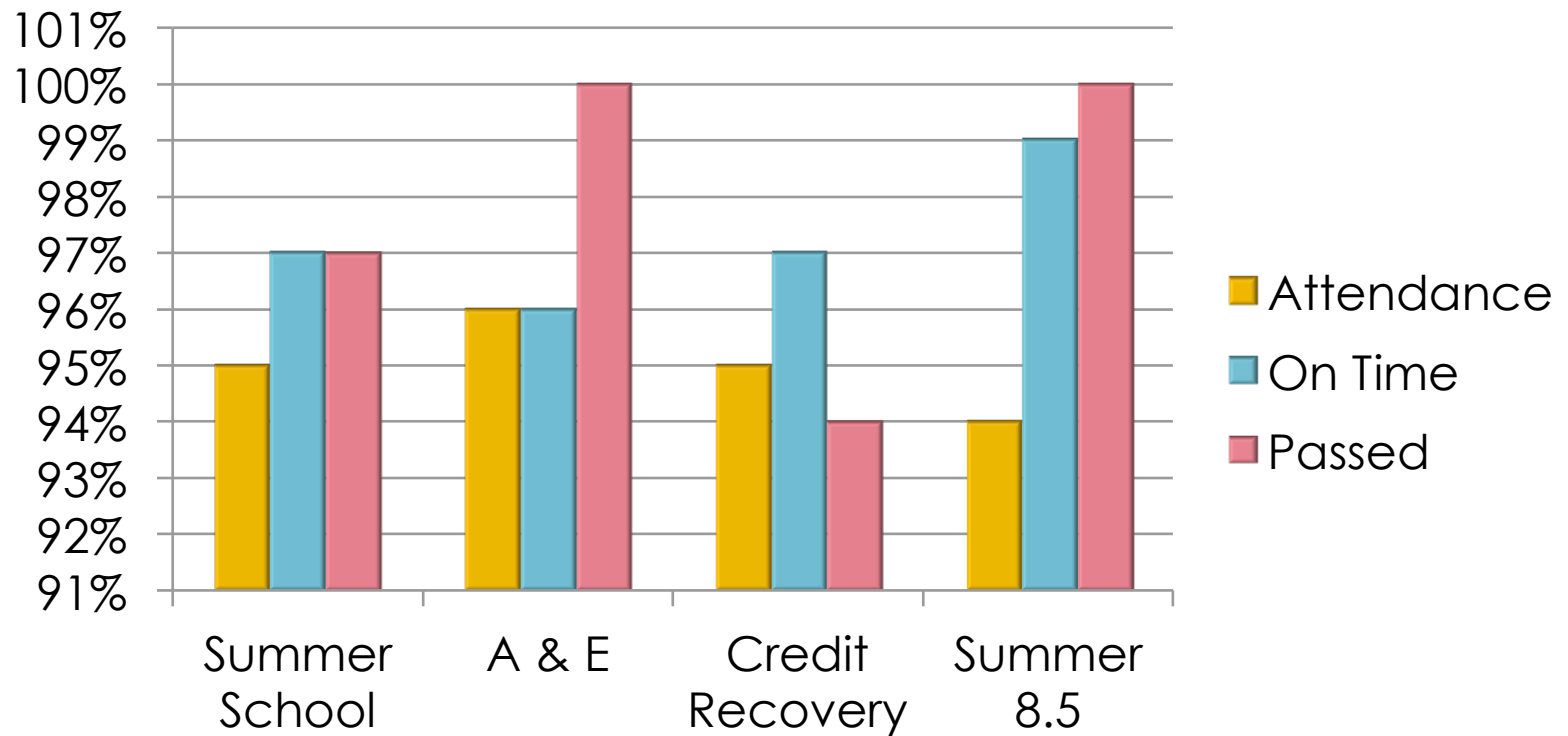
▣ Acceleration

- ▣ Geometry
- ▣ Advanced Algebra II

▣ Enrichment

- ▣ ACT/SAT Test Prep
- ▣ Pre AP Writing
- ▣ College App Essay Writing

Summer Program Outcomes



Pre AP, AP Macro Economics, & Psychology of Achievement

- ▣ Identification of students
- ▣ Access to rigorous curriculum
- ▣ High expectations
- ▣ Focus on college & career readiness
- ▣ System Support

	2004-05	2007-08	2011-12	2013-14
AP Enrollment (w/in groups)				
African American	7 (8%)	15 (14%)	30 (28%)	24 (23%)
Hispanic/Latino	16 (7%)	60 (20%)	80 (20%)	102 (22%)
White	480 (29%)	857 (52%)	429 (34%)	466 (36%)
Suspensions (w/in groups)				
African American	40 (46%)	18 (16%)	14 (13%)	16 (7%)
Hispanic/Latino	94 (43%)	33 (11%)	32 (8%)	27 (6%)
White	200 (12%)	58 (4%)	58 (5%)	39 (3%)

Pre AP, AP Macro Economics, Psychology of Achievement



Senior Seminar

- Program philosophy
 - Strength based
 - Redefining Success
 - Focus on future
 - Meeting students where they are
 - Using data to identify students
 - Identifying your teachers
 - System Support
-

Senior Seminar The Student Experience

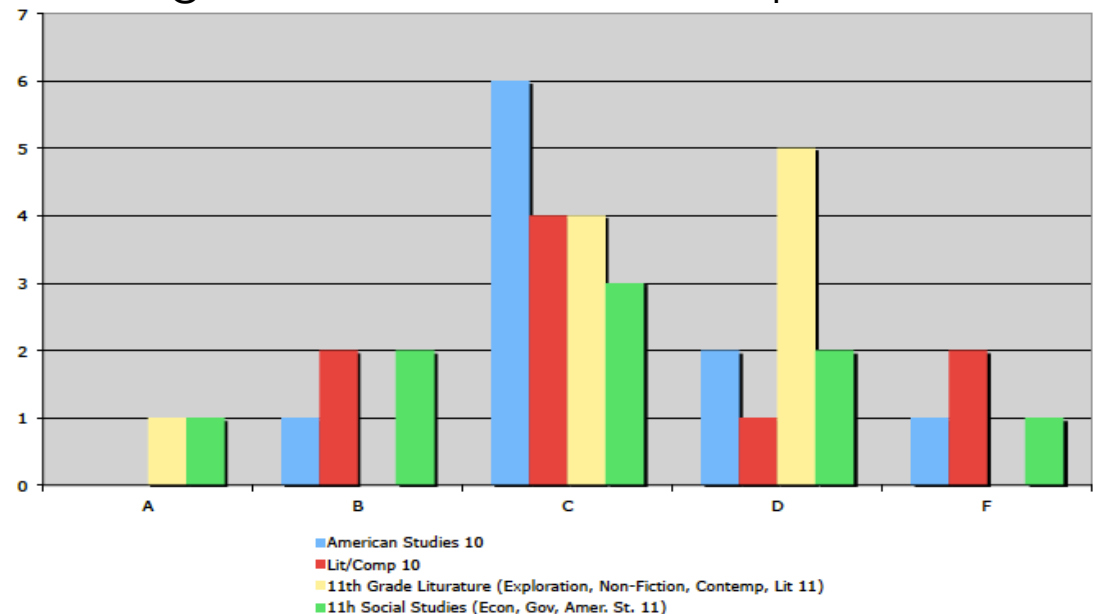
- ▣ [Senior Seminar Video](#)

Tier 3 Intervention Models

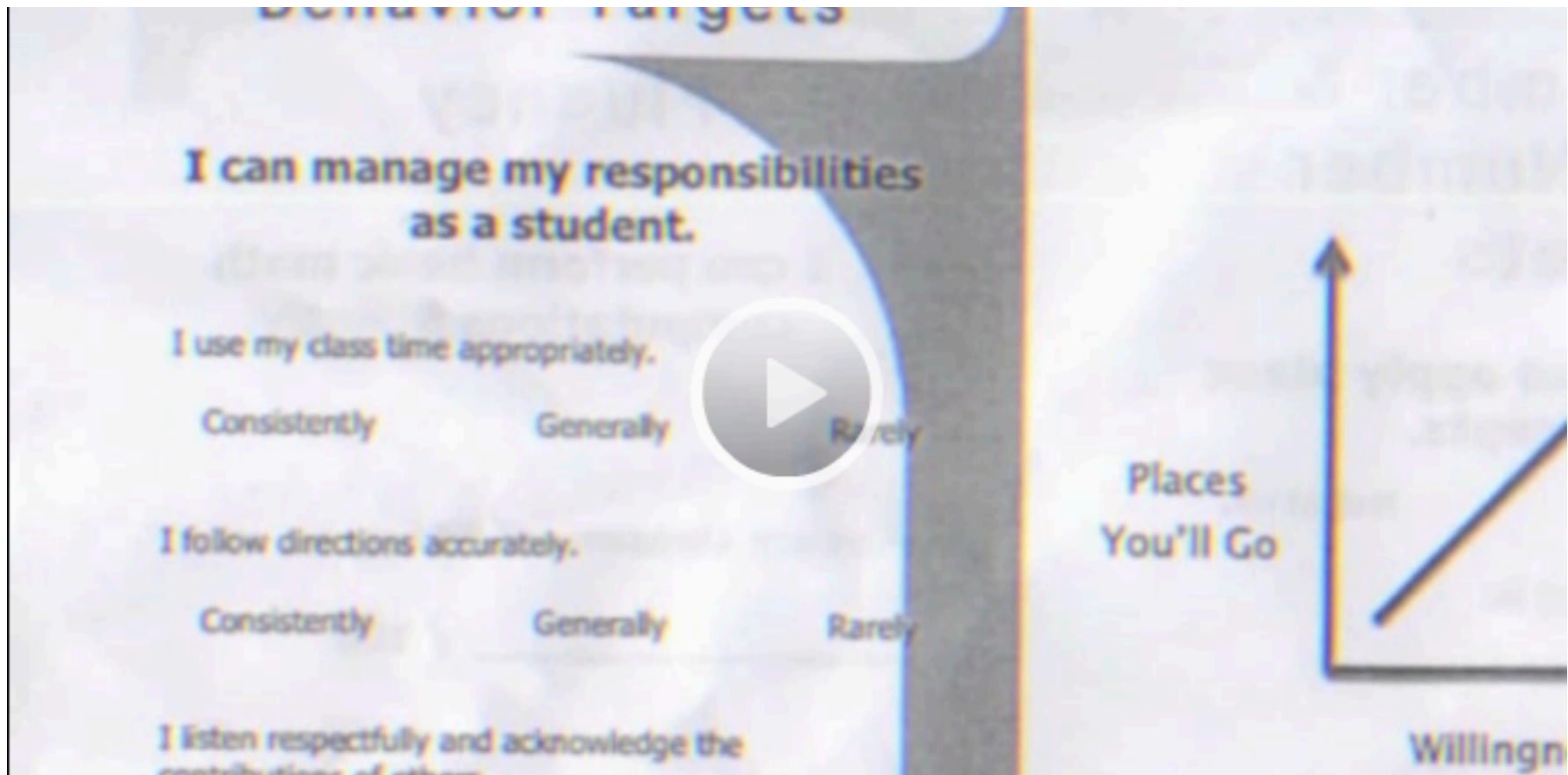
- High School: Academic Coaching
 - Students Identified in 9th grade
 - Pre-Identification in 8th Grade
 - 12 students to 1 teacher (Language Arts & Social Studies-Teamed with Counselor)
 - Meet during 7th & 8th intervention period

Findings:

- Over 50% of participants earned 6 or more credits in 9th grade
- Passing rates in Language Arts & Social Studies in 10th and 11th grade maintained and improved



Tier 2 Intervention Models



Tier 2 Intervention Models

- Middle School – Whitford
- ***“My struggling students were engaged during class, volunteered more often, and were seen as experts by other students,”***
 - Melissa A., eighth grade math teacher.
- Before school, busing supports the plan

What is Necessary for Interventions to be Successful

Teamwork



Using Data to Determine Needs

- What type of intervention would you design if you were not bound constraints?
- Creative solutions are based on recognizing what kids need, not what's in the way!

ID	* Mobile	* Attendance %	* Susp for Year	* D's	* F's	Current Cum GPA	* Last OSAT Math	* Last OSAT Reading and Lit	* Last OSAT Writing	* Last EXPLORE English
1		87.76	1	1	0	2.44	237	229	30	10
2		96.47	0	1	0	2.88	231	204	30	9
3		98.70	0	1	0	2.62	234	225	26	10
4	Y	89.63	0	2	0		224	223	0	10
5		95.75	0	1	1	2.19	233	226	40	10
6		85.76	0	0	0	2.32	236	232	30	11
7		90.57	4	4	1	1.90	217	226	28	12
8		92.91	2	4	1	2.06	221	216	28	6
9		95.69	2	8	0	2.02	234	231	40	12
10		85.36	0	0	0	3.10	220	219	0	1
11		94.48	0	1	0	2.20	223	223	20	9
12		86.15	0	1	0	2.03	224	218	30	10
13		93.57	3	6	1	2.13	227	218	22	9
14		98.37	0	0	0	2.94	235	223	30	4

Questions and Answers



“When a student’s academic performance measures are improving middle and high school educators are doing it right”, William N. Bender
