

**Early Warning Systems:
Developing and Monitoring Effective Systems and
Interventions for
Students At Risk of Dropping Out**



**Module 2
Organizing a Multi-Tiered Intervention System**

Organizing a Multi-Tiered Intervention System

Part 1: Intervention 101 (≈ 30-45 minutes)

- Approach (whole school, small group, individual)
- Scan of interventions by ABC's (internal and partners)
 - Needs
 - Capacity
 - Gaps
 - Effectiveness
- Student—adult relationships (forming relationships, champions, etc.)
- Activity: Scan of interventions (complete a resource map).

Part 2: Intervention 102 (≈ 30-45 minutes)

- Best practices for ABCs intervention
- Talking with and listening to students
 - Report Card Conferences (communicate with students about ABC's performance, set goals for improvement, share tools for being on-track)
 - Surveys, focus groups, student advisory councils and other strategies for listening to students
- Activity: Practice a report card conference conversation.



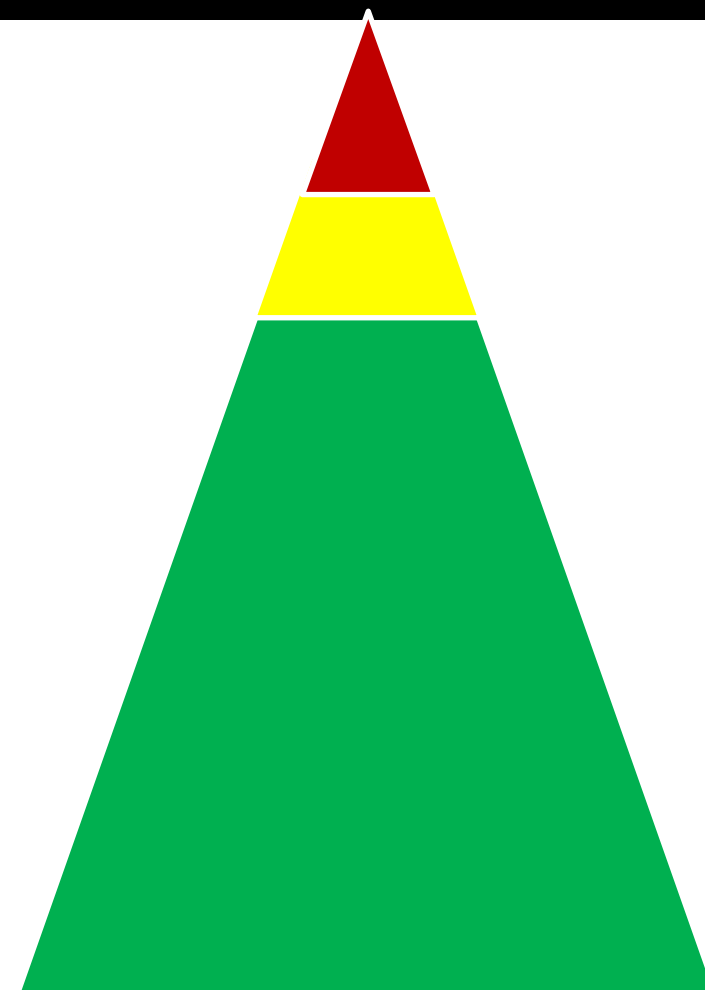
MODULE 2- PART 1

INTERVENTION 101

A Tiered Intervention System

The goal of this approach is to support:

- The students who behave and achieve in ways that are consistently and explicitly taught and reinforced
- The students who need additional support



3-Tier Prevention/Intervention

1. Provide intensive efforts involving specialists (counselors, social workers, etc.) for the 5% to 10% of the students who don't respond to other supports.
2. Target interventions for those who develop an indicator despite school-wide prevention efforts.
3. School-wide programs aimed at preventing 75% of the students from developing any of the ABC indicators.



Multi-Tiered Support System

Whole School or Tier I: Supports aimed at keeping all students engaged in school and on-track to graduation and postsecondary success. These initiatives are available to all students at the school that include:

1. Core instructional strategies that engage students in processing, reflection, and analysis.
2. School-wide strategies that ensure all students attend, behave and try.
3. All students feel welcome and supported in school.
4. Relationships between students, teachers, staff and families are positive and focused on student outcomes and build on students' strengths.

Multi-Tiered Support System

Small Group or Tier II: Interventions designed for a small group of students who are exhibiting some behavior issues (in any of the A,B,C's) and have not been successful with Tier I may include:

- **Example 1:** Reading intervention lab for students behind grade level
- **Example 2:** Lunch group discussion for a group of students centering around empowerment, targeted for students who seem to be having self- esteem challenges

Multi-Tiered Support System

Intensive or Tier III: Interventions designed for individuals or a few students who are continuing to exhibit inappropriate behaviors (in any of the A,B,C's) and have not made progress from previous interventions may include:

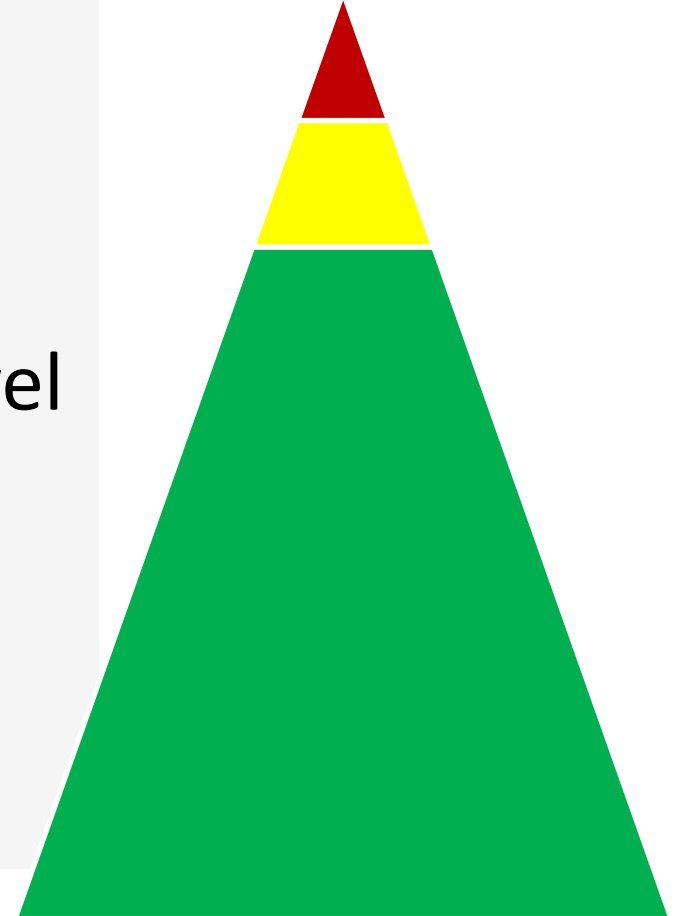
- **Example #1:** Anger management counseling
- **Example #2:** Home visits for chronic absenteeism

Resource Map - Overview

	Tier I Whole school	Tier II Small group	Tier III Most Intensive
Attendance	<ul style="list-style-type: none"> • Weekly attendance recognition • Perfect attendance celebration (monthly) • Team competition for attendance 	<ul style="list-style-type: none"> • Check and Connect • Wake up calls • Buddy System with another student • Recognition for improved attendance 	<ul style="list-style-type: none"> • Home visit by counselor • Individual contract with student and parent
Behavior	<ul style="list-style-type: none"> • Cardinal Cash (Caught you doing something good) • Freshman Seminar lessons • Academy meetings • Outside Speakers • Social skill courses 	<ul style="list-style-type: none"> • Peer Mediation group • Daily Behavior contract • In-class interventions (seating, pairing, activity) 	<ul style="list-style-type: none"> • PREVENTION – Gang intervention group in the neighborhood • Visit one on one with social worker • Individual counselor sessions
Course Performance	<ul style="list-style-type: none"> • Recognition for most-improved • Focus on using engaging instructional practices • Goal setting practices 	<ul style="list-style-type: none"> • Intervention lab • Tutoring support • Reading specialist • Double does of a course 	<ul style="list-style-type: none"> • Tutoring support • Learning logs • Credit recovery • Credit repair

Activity – Resource Mapping

- Take the strips of paper with prevention activities/interventions on them.
- Your task is to select which indicator this is meant to address and under which Tier or level this intervention belongs.



Activity – Resource Mapping

- What trends did you notice when you were placing the sample interventions?
- Are there some interventions that could go in more than one place?
- Is one indicator or one level emphasized more than others?

Resource Map – Detailed Level

Resource	Description	ABC Target	Level	Frequency	Max Capacity	Contact	Special Notes
After school “panthers” club	Focused on homework completion and exposure to career opportunities	Course Performance	Targeted Group	Tuesday, Wednesday, Thursday	30 students	Mr. Miller	Send referrals to Mr. Miller.
Drug and Alcohol counseling	Professionals who can talk with students about issues they are facing	A B or C	Intensive	As needed	~10 students per semester	Counselor	All referrals need to go through counseling office.

Building Strong Adult – Student Relationships

Once a student has an off-track indicator, reversing course will require either changing student behavior and/or solving a problem.

Both of these require an effective relationship between an adult and the student.



Student Champions



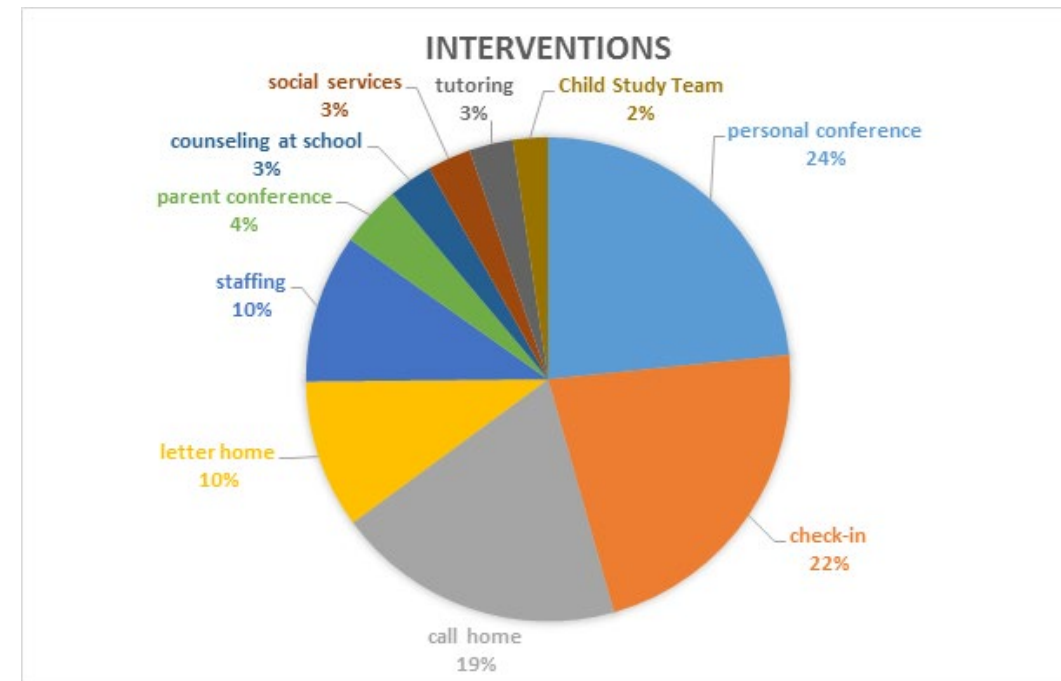
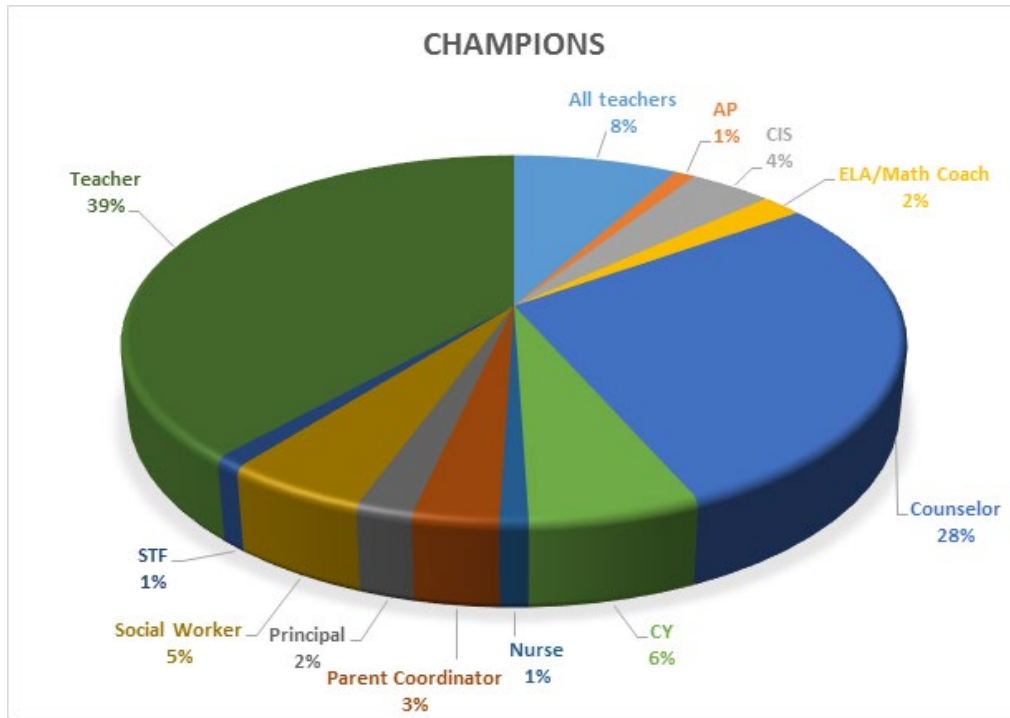
Student presentation, discussion, and engagement

Examining Your Resource Map

	Attendance	Behavior (including effort)	Course Performance
Whole School	<p>Needs/gaps:</p> <ul style="list-style-type: none"> • Are our needs focused in one of the ABC's? • Do we have the strategies/responses to meet the needs of all of our students? • If we have them, where are the gaps that we have in our strategies or supports? 		
Targeted	<p>Capacity:</p> <ul style="list-style-type: none"> • Do we have additional capacity or space in current strategies or interventions that we aren't utilizing? • Are we implementing our strategies to the intended level? 		
Intensive	<p>Effectiveness:</p> <ul style="list-style-type: none"> • Are interventions having an impact on students' ABC's? • Are some interventions having a greater impact than others? 		

Reflection on Interventions

- Implementation Level
- Correct Breakdown of Interventions
- Impact of Interventions



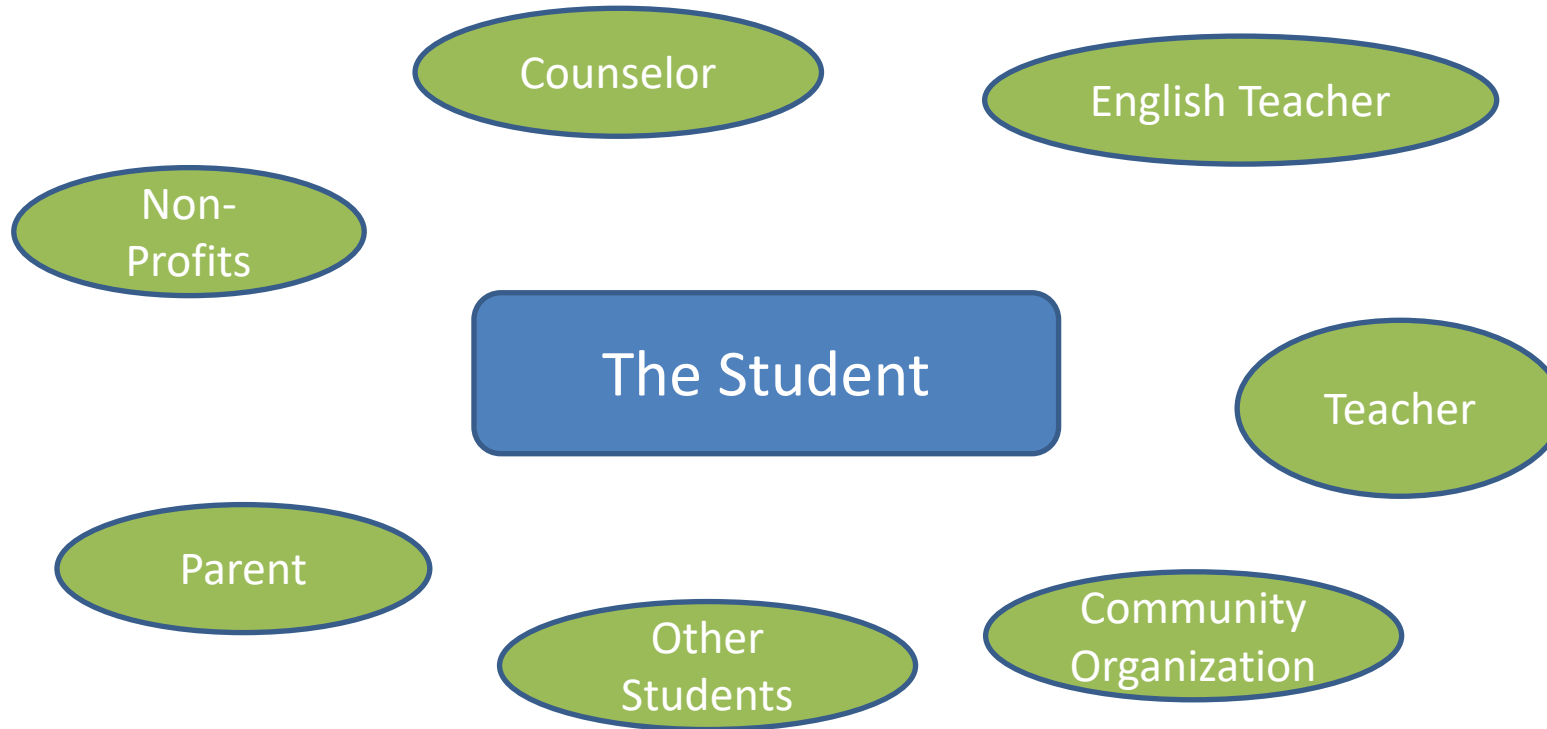


MODULE 2- PART 2
INTERVENTION 102

Tiered Interventions - More Advanced Work

- Have diagnostic tools to deduce if student behavior is driven by academic, socio-emotional needs or both.
- Look for and act upon patterns that emerge from the data - what is the most effective and strategic level of intervention - student, classroom, or school?
- Use additional data to tailor interventions -- Are most students failing overage? ELL? From just one or two classrooms?

Tiered Interventions - More Advanced Work



Tiered Intervention – More Advanced Work

- Good Interventions are essential but we cannot intervene our way to a stronger student support system.
- If you have more off-track students than adults available to form a strong relationship with each one then effective prevention systems (whole school or Tier I) are even more critical.

Focus on the ABC's - Attendance

- Chronic Absenteeism is often an unrecognized challenge - like bacteria in a hospital – we need to measure, monitor, and act.

Push and Pull

- Create programming that compels students to come to school.
- Build an attendance problem-solving capacity into schools.

Suggested resource: www.attendanceworks.org

Focus on ABC's - Behavior and Effort

- Teach resiliency, self-management, and organization skills.
- Teach, model, and recognize good behavior skills.
- Provide, teach, and model the skills that lead to students being successful.



Focus on ABC's - Course Performance

- Use evidence-based instructional strategies with students who enter with below-grade-level skills.
- Provide course coaching.
- Make sure tutoring efforts are linked tightly with needs and expectations of student's courses and/or are available during the school day.
- Examine opportunities for recovery.



Different Transitions Require Different Supports

- **Pre-K and Elementary Grades** - Core academic competencies and a need to socialize into the norms of schooling in a joyful manner.
- **Middle Grades**-Intermediate academic skills (reading comprehension and fluency, transition from arithmetic to mathematics) and a need for adventure and camaraderie.
- **High School**-Transition to adult behaviors and mindset and a path to college and career readiness, as well as, the appropriate extra help for students with below grade-level skills.

Listening to Students

Student Conferences

Goal Setting

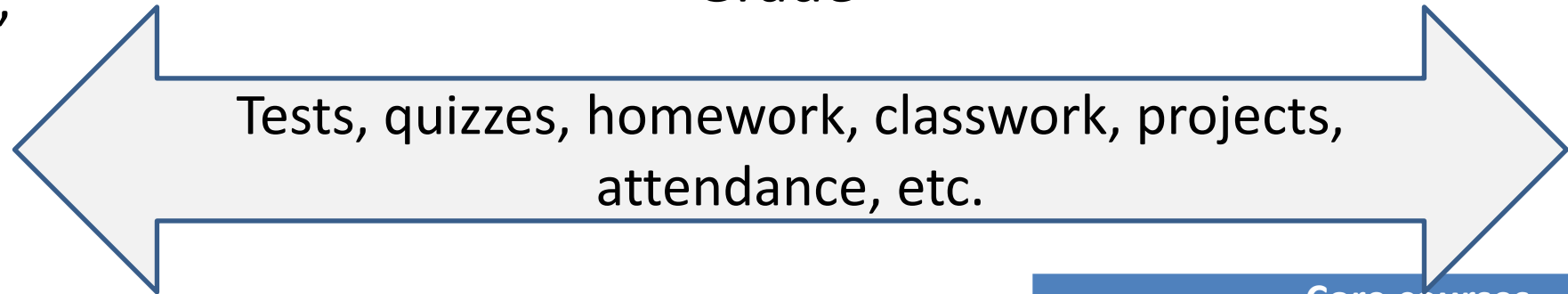
Student Surveys

Student Advisory Councils,
Advocates, Ambassadors

How did I End Up with this Grade?

“[...] the most effective grading practices provide accurate, specific, timely feedback designed to improve student performance (Marzano 2000, 2007; O'Connor, 2007).”

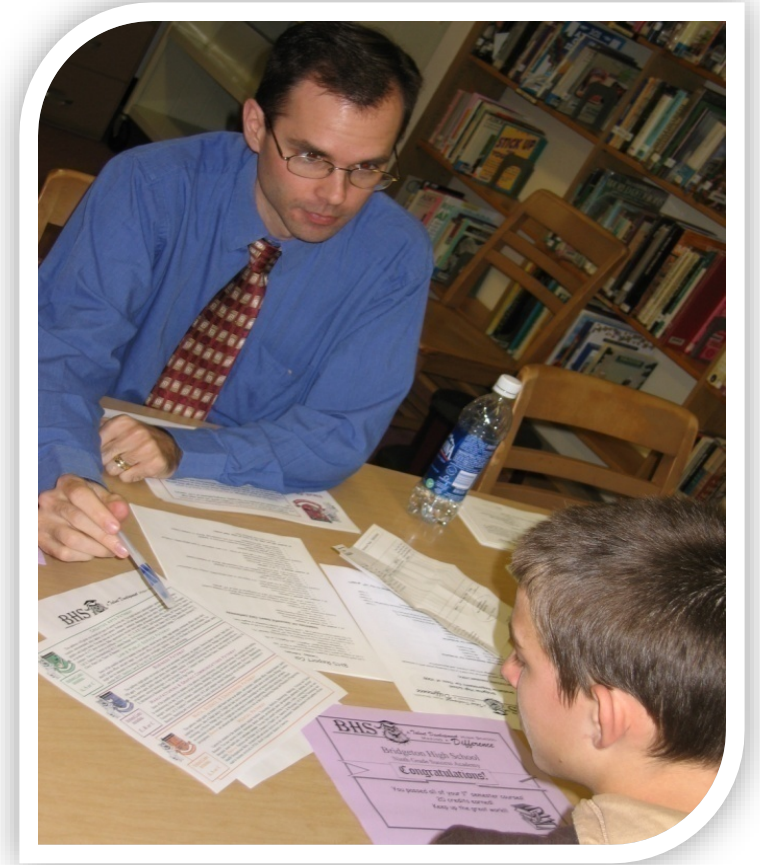
Report Card
Grade



Core courses	
Off-Track	Report Card grade of F
Sliding	Report card grade of D
On-Track	Report card grade of A, B, or C

Report Card Conferences

Goal is for each student to have a positive conversation with an adult about his/her performance and how to improve.



Report Card Conferences



“The belief is that talking to a trusted-but-objective adult takes the emotion out of the process and helps students focus on what's really holding them back.”

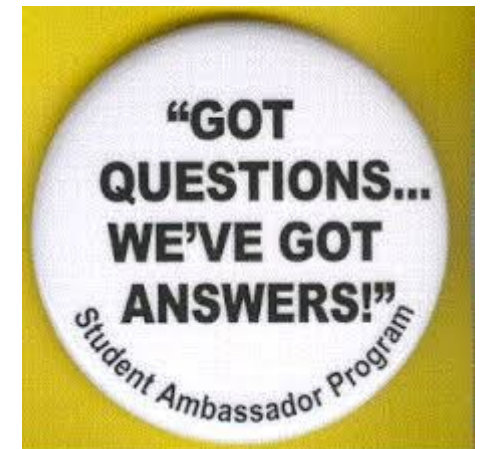
Greg Toppo, USA TODAY
12/4/2006

Student Feedback

- “I feel like I still have a chance now; when I came in I wanted to throw my report card away.”
- “I didn’t know the word ‘advocate’ before I met that lady, but I will speak up for myself now.”
- “Somebody actually cares about me. I hope I get to talk to him again next time.”



Other Strategies



Activity: Practicing a Report Card Conference

- “Report Card Conference Instructions:” You are the adult, possibly a business leader, teacher, central office staff person or a community partner.
 - Your task is to lead the conversation and try to gain an understanding of what is facing your student
- “Report Card” – You are the student.
 - Your task is to explain the types of learning activities and assignments where you were successful or unsuccessful.

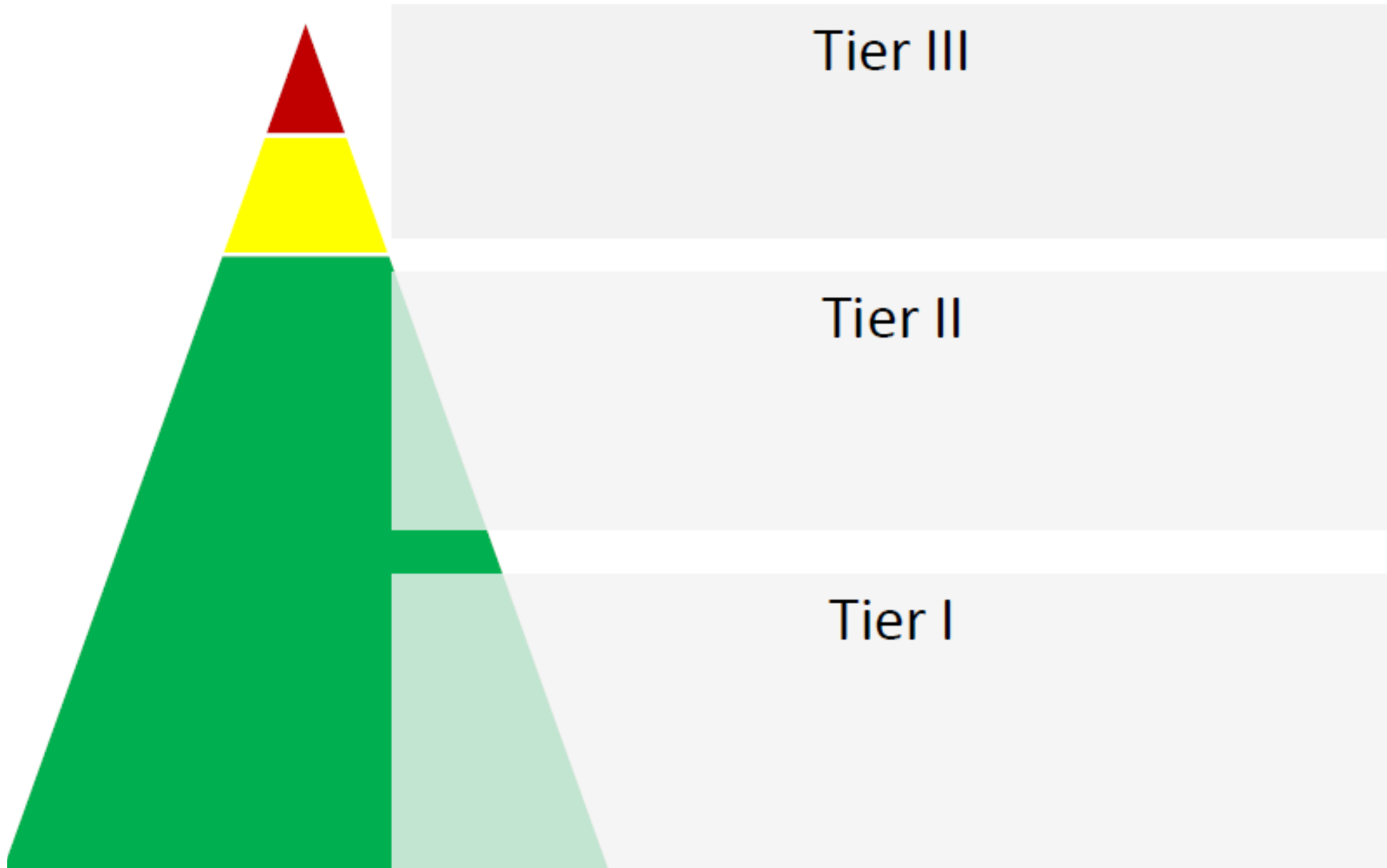
Activity – Report Card Conferences

- What did you learn from the conversation you had (student or adult)?
- What was the easiest/most challenging part of the conversation?
- What has the potential to make the biggest impact from your conversation?
- To view a video clip of a school implementing report card conferences, click here:
<http://www.10tv.com/content/sections/video/index.html?video=/videos/2013/11/14/graduation-rates.xml&cmpid=share>

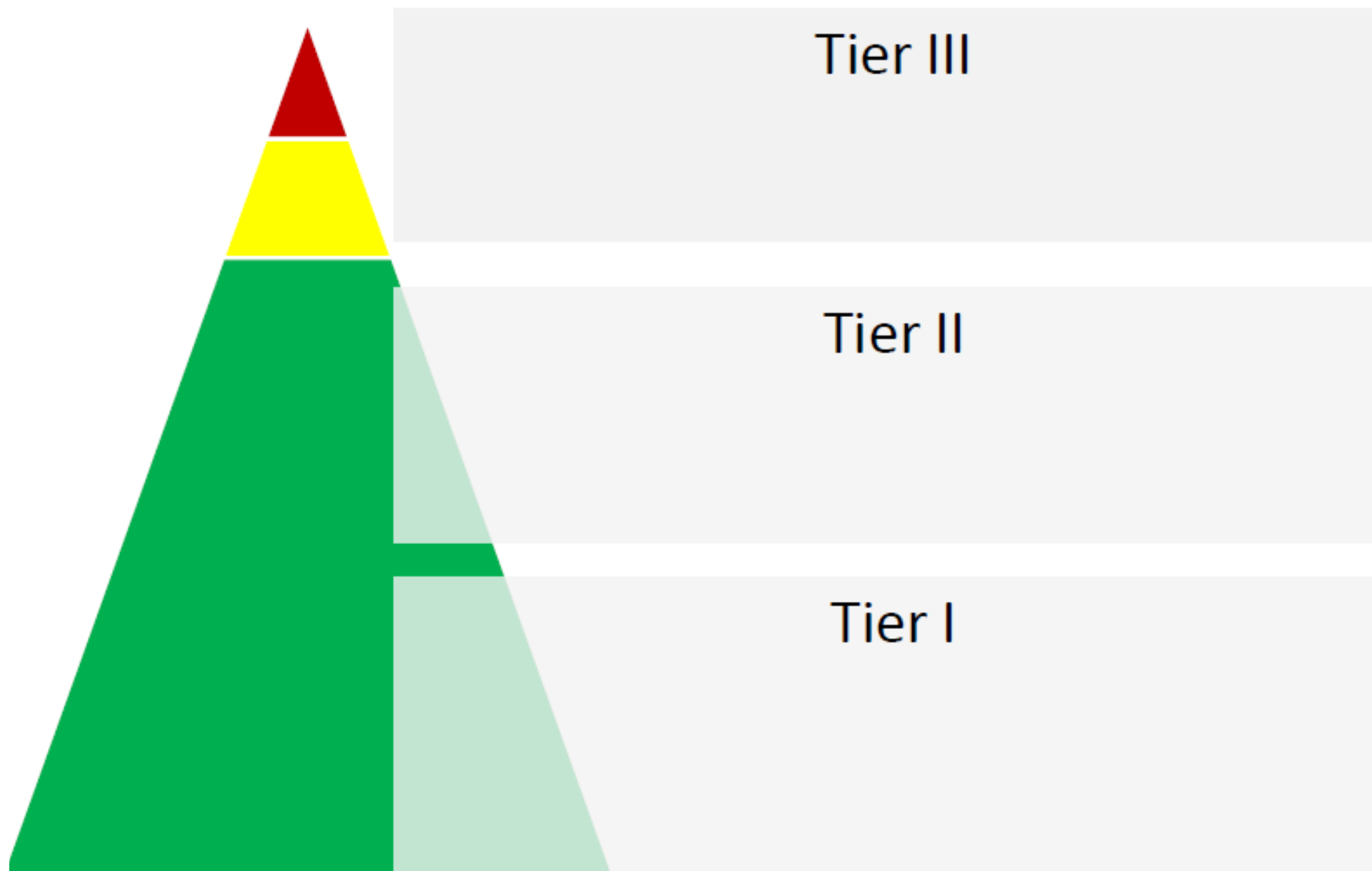


SLIDES FOR ACTIVITIES

Attendance



Behavior

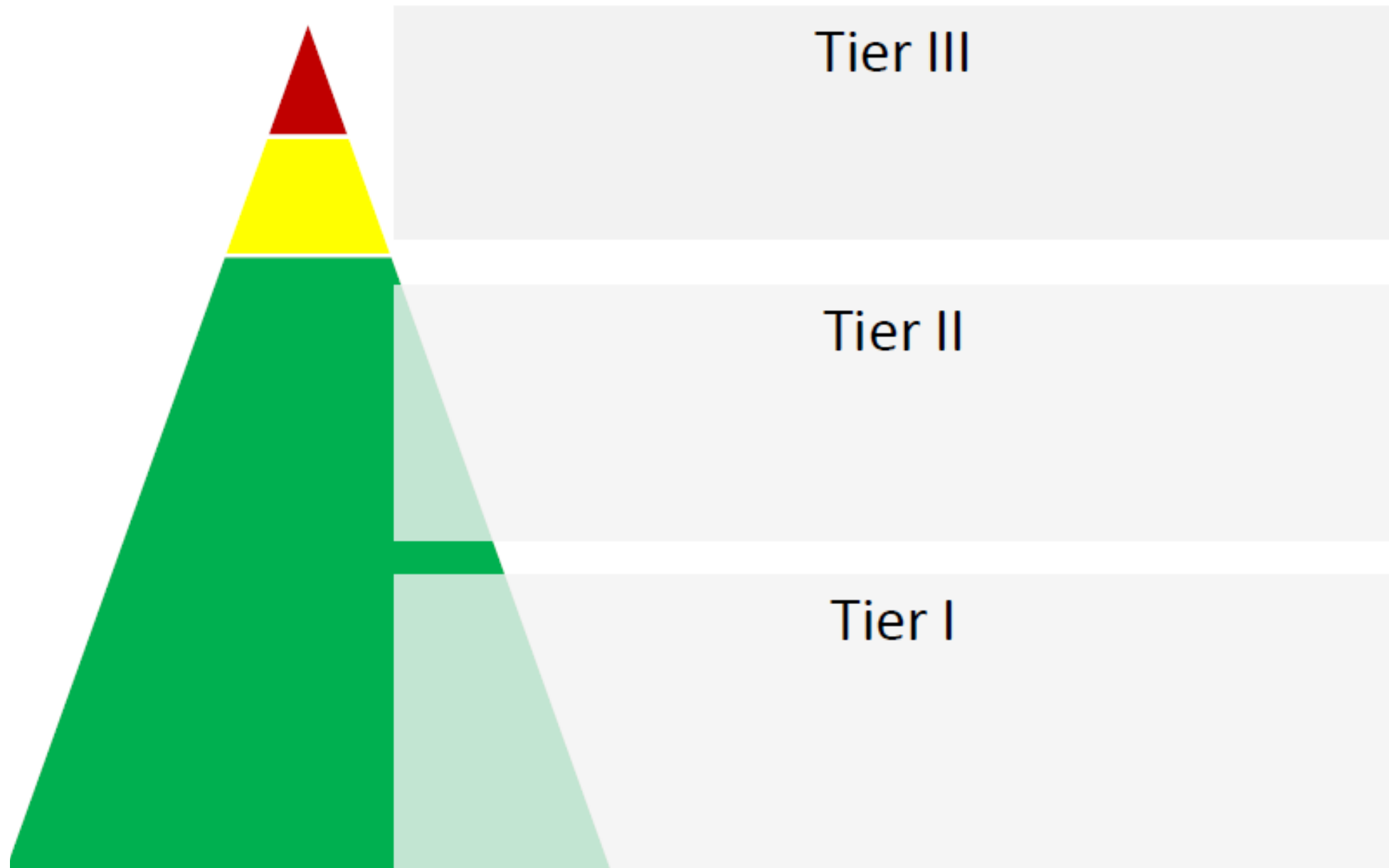


Tier III

Tier II

Tier I

Course Performance



- Attendance incentives
- Homeroom attendance competition
- Student Conferences
- Students receive “school dollars” that can be used to buy items in school store
- After-school club that provides safe space for students to express themselves through art
- Student after school club
- Small group instruction
- Phone calls home

- Student organizational skills lessons
- Guided Reading Groups
- After-school group where students discuss personality conflicts
- Golden Attitude Club
- VIP Lounge for all students with perfect attendance
- After-school tutoring program
- VIP Lounge
- Breakfast club with games
- Computer lab with internet access open during lunch and after-school

Sample interventions for Activity

- Attendance incentives
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Sample interventions for Activity

Adult Directions - Report Card Conferences

Each conference is no longer than 5 minutes total.

1. Greet student by introducing yourself and shaking the student's hand.
2. Ask the student to show you their report card and explain how they did.
3. Provide a positive comment on their work.
4. Ask the student if they made any changes (positive or negative) in their work habits since the last report card?
 - If there are areas where they are off-track, ask questions such as "why."
 - Ask the student to identify one thing they can do to improve their work.
5. Shake hands with students and give a positive comment upon completion of conference.

Achievement Middle School

Report to Parents on Student Progress

Student Name: For Term Ending on: 03/30/2012
 Student ID: Grade: 07 Homeroom:

Course	Sec	Course Title	Term 1	Term 2	Term 3	Term 4	Exam	Final	Credit Earned
7A		English 7	B	B	A				curr abs: 1 YTD abs: 2
7A		Pre-Algebra [REDACTED]	C	D	B				curr abs: 2 YTD abs: 4 ; Pleasure to Have in the Class; Good Participation
7A		World History and Geography: The Ancient World	L	B	B				curr abs: 2 YTD abs: 3 Excellent Initiative; Excellent Behavior
7A		Science 7 [REDACTED]	D	B	I				curr abs: 1 YTD abs: 2
7A		Spanish Exploratory	L	C				C	0.0 curr abs: 0 YTD abs: 2
7A		Health and Physical Education 7 [REDACTED]			C				curr abs: 2 YTD abs: 2 Good Participation; Does Not Bring Materials; Does Not Do Homework
Homeroom Absences		Current	Total:	0	Excused:	0	Unexcused:	0	
		YTD	2		0		2		
Grade Point Average		Term 1 =	2 =	3 =	4 =	Year =		Cumulative =	

03/30/2012 Report to Parents on Student Progress

Student Name:

For Term Ending on:

03/30/2012

Student ID:

Grade: 08 Homeroom:

Course	Sec	Course Title	Term 1	Term 2	Term 3	Term 4	Exam	Final	Credit Earned
M08	8C	Pre-Algebra		D	D				
Good Participation; Does Not Do Homework									curr abs: 6
									YTD abs: 24
SS4	8C	Science 8		C	F				
									curr abs: 0
									YTD abs: 18
Y88	8C	MIDDLE SCHOOL SUPPORT 8		C	D				
Lacks Initiative; Does Not Participate									curr abs: 2
									YTD abs: 16
E02	8C	English 8		F	C				
Does Not Complete Class Assignments; Does Not Do Homework									curr abs: 6
									YTD abs: 23
P12	8C	Health and Physical Education 8		F				F	0.0
Does Not Participate; Excessive Absences; Does Not Bring Materials; Request Conference With Parent; Is Failing									curr abs: 0
									YTD abs: 18
LES	8C	Spanish Exploratory			A-				
Good Participation; Poor Behavior									curr abs: 6
									YTD abs: 6
Homeroom Absences		Current	Total:	5	Excused:	0	Unexcused:	5	
		YTD		21		12		9	
Grade Point Average		Term	1 =	2 =	3 =	4 =	Year =		
		Cumulative =							