



Developing and Tracking Interventions

Contents

Considerations for Planning Tier 2 Interventions

Quick Guide to Tracking Interventions

Intervention Evaluation Flowchart

Intervention Success Monthly Action Plan (IS-MAP)

Student Success Intervention Plan

Behavior, Attendance, and Grades (BAG) Report

Purpose

One responsibility of the Success Team is to develop and track interventions. Team members should give thoughtful consideration to design to ensure that interventions are meeting the needs of all students, including those who are underperforming and those who are high achieving. The team must also determine the effectiveness of interventions and their impact on student achievement.

How & When to Use

Planning effective student interventions can be a challenging task for both new and established Success Teams. This set of tools provides support for teams that are creating and/or fine-tuning their student intervention systems by encouraging teams to describe, analyze, and reflect on their current practices. Furthermore, these tools provide team members with opportunities to adjust interventions to better serve students.



Connections to Framework

The [Freshman Success Framework](#) is the foundation for effective school practice on On-Track and student success. The Network for College Success has seen the greatest and most sustainable gains for freshmen when schools develop high-functioning educator professional learning communities, which we call Success Teams.

This Tool Set focuses on the below actions of a Success Team stemming from the Freshman Success Framework.

Elements	Success Team
Setting Conditions 	<ul style="list-style-type: none"> Engages in regular, calendared Success Team meetings to 1) analyze data and 2) develop, monitor, and adjust interventions
Implementation 	<ul style="list-style-type: none"> Develops, implements, tracks, and evaluates Tier 2 interventions, making adjustments when appropriate Refers students to appropriate level of intervention
Communication 	<ul style="list-style-type: none"> Engages faculty in frequent communication on student progress and successful strategies

This Tool Set also highlights the actions stemming from the Framework for the Principal and Team Lead in support of the Success Team work.

Team Lead

- Setting Conditions: With principal and Success Team, sets freshman success goals for On-Track and student connection, and develops benchmarks to monitor progress
- Implementation: Develops action-oriented meeting agendas that consistently address freshman success goals generally and intervention development, tracking, and evaluation specifically
- Implementation: Works with data technician to bring actionable student-level data at regular intervals

Principal

- Implementation: Reviews and interrogates interim freshman success-related data in light of Success Team goals, and strategizes with team leadership around next steps



Developing and Tracking Interventions

Considerations for Planning Tier 2 Interventions

A set of guiding questions to use during the development of an intervention system. Questions are focused on looking at student data, targeting students, and intervention selection, implementation, and effectiveness.

Considerations When Planning Tier 2 Interventions

For information on the tiered systems of student support, please refer to the [RTI Action Network](#).

Data Questions

- To what degree is attendance playing a role in student performance? To whom do you refer Tier 3 students who have serious attendance issues (inside and outside of the school) so that the Success Team can really concentrate on supporting Tier 2 students?
- How does the grade distribution look by teacher? Are there teachers who are failing a disproportionate number of students?
- Do your assessment policies create opportunities for students to demonstrate mastery, or do they cause students to feel overwhelmed and fall off track?

Targeting Students

- How many students have you identified for Success Team intervention? Does this number fall in the 15 - 25% range for Tier 2 supports? Are there students who are really Tier 3 being included into Tier 2 supports?

Intervention Selection

- What issue is the intervention addressing? (academic/social-emotional/behavioral)
- What programs/resources already exist in the building that could possibly address the issue? How closely do these programs/resources align with the identified needs of students? For example, if tutoring is being offered already, is it designed to help students with real-time issues they face in their classes or is it specifically designed for remediation of basic skills?

Intervention Implementation

- Who will implement the intervention?
- Who will coordinate the intervention (logistics)?
- Who will own the tracking of the intervention's effectiveness?
- What does successful implementation look like?

Considerations When Planning Tier 2 Interventions (cont.)

Tracking Effectiveness

- Does tracking your intervention include the following information: targeted students' names, participation (such as the number of times targeted students participate within a specified period), grade check dates, and grades in targeted courses?
- Does your tracking tool allow you to aggregate point-in-time data in different ways so that you can accurately monitor targeted student progress?
- What is your timeline for course correction?



Developing and Tracking Interventions

Quick Guide to Tracking Interventions

A set of guidelines for designing an intervention tracking tool.

Quick Guide to Tracking Interventions

Tracking is necessary to determine the efficacy of an intervention so that adjustments can be made in a timely manner. A tracking tool is more effective when it is in a teacher-friendly format that can be disaggregated to pull data for specific subgroups. For example, if your team is using tutoring as an intervention, and the targeted student group requires tutoring in more than one core class, your tracking tool should be able to disaggregate data to ascertain intervention impact by course. Microsoft Excel and Google Sheets can support the tracking of interventions by disaggregating data and creating graphs.

Features of Good Intervention Tracking Tools

- Name of the intervention and what key performance indicator it addresses (attendance, point-in-time On-Track rates, GPA, behavior metric, etc.)
- Names of the targeted students
 - If tracking grades, include each core course's average expressed as a percentage
- Intervention contacts/implementation evidence
 - Tutoring attendance
 - Mentorship contact dates
 - "Office hours" visits
- Point-in-time progress on the key performance indicator impacted by the intervention
 - Should include at least 2 checkpoints within a 10-week period
 - If tracking grades, provide an average expressed as a percentage for each core course
 - If tracking attendance, provide number of cumulative absences and/or tardies

Quick Guide to Tracking Interventions (cont.)

Example: Henderson College Prep, Quarter 3 Mentorship Program, Key Performance Indicator
Addressed: Point-in-Time On-Track rates

		Meeting 1 Dates: 02/01 - 02/04/2016					
Student	Mentor	Abs	Tardies	ENG	MATH	SCI	SOC
A	Isom	1	1	75	83	56	80
B	Shields	1	0	90	57	83	32
C	Wells	0	3	48	67	77	93
D	Wells	0	5	79	78	76	57
E	Pitcher	0	1	82	84	88	32
F	Muldrow	1	1	44	78	88	57
G	Pitcher	2	6	75	81	87	71
H	Martinez	1	1	61	55	62	71
I	Pitcher	1	1	68	90	83	83
J	Isom	0	3	59	65	83	93
K	Isom	0	2	88	82	88	32
L	Martinez	0	1	88	92	51	85
M	Shields	0	0	75	78	88	76
N	Shields	1	0	83	83	88	57

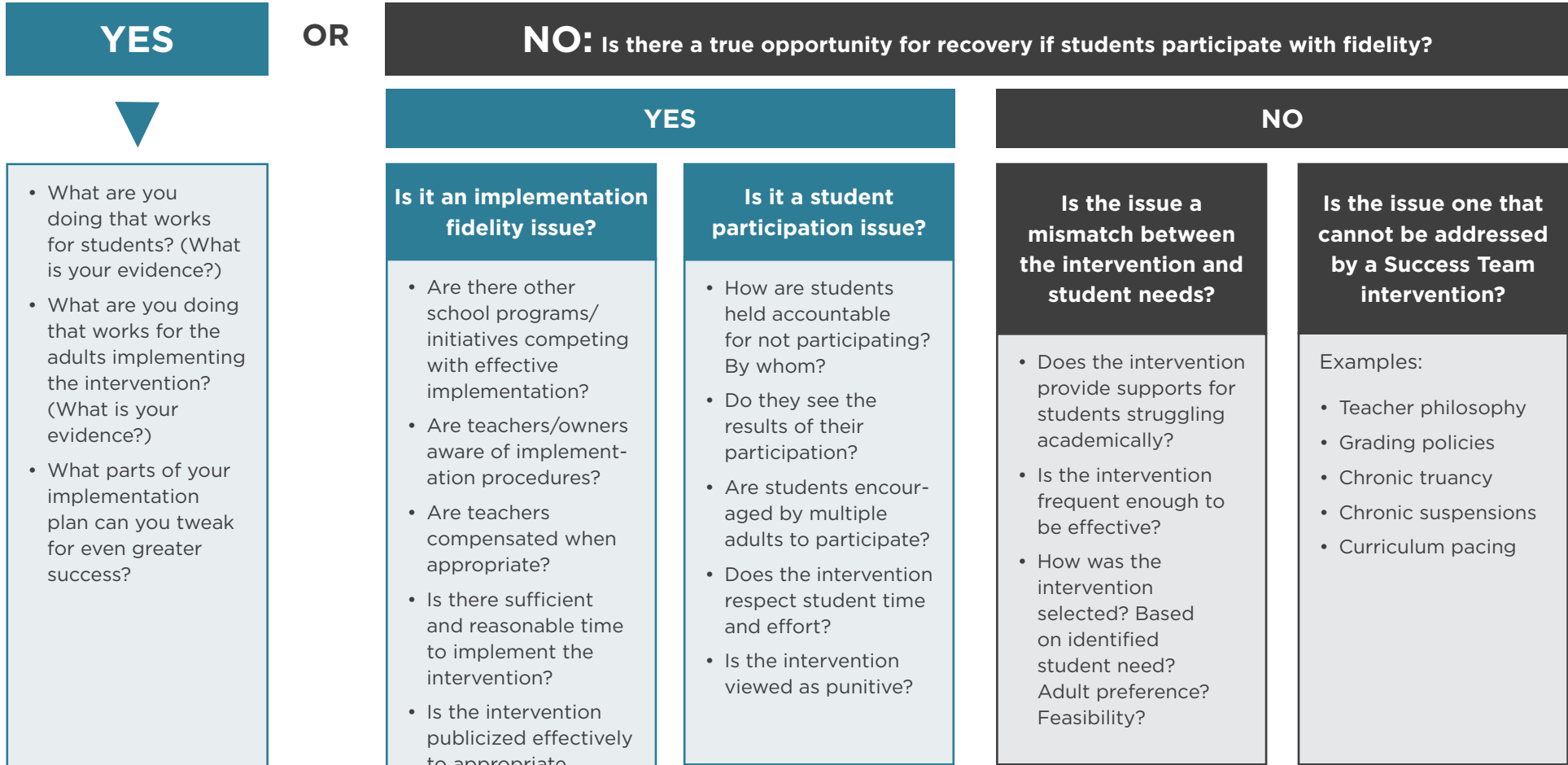


Developing and Tracking Interventions

Intervention Evaluation Flowchart

A flowchart to determine if individual interventions are working for schools and to improve the use of data to successfully implement interventions.

Is our student success intervention working for our students?



Is our student success intervention working for our students?

Data Components Key To Successful Implementation

What data structures and practices, if addressed, will increase your team's efficacy in improving student achievement?

Access to timely Gradebook data

- Are grades updated in a timely manner according to the grade pull schedule?
- Who can provide the grade-level, course, and student-level data you need?
- Can you manipulate data into a teacher-friendly format?
- Do you have or make time to manipulate the data into a teacher-friendly format?

Student participation data

- How are you tracking participation? (intentionally or randomly)
- Is your tracking tool useful for highlighting trends in participation and its effect on achievement?

Intervention implementation data

TUTORING

- Are teachers actually tutoring students/ providing academic support?
- How are students provided with work to complete during tutoring?
- If tutoring is administered by external partners, how is communication of student needs and course expectations shared with them?

MENTORING

- Do mentoring conversations push students to action around their grades?
- What information are mentors provided with to drive their mentoring sessions?
- Are mentors able to advocate professionally with their colleagues?

Data analysis

- Is sufficient time allocated for analyzing data specific to your intervention?
- Does your team's analysis of intervention data lead to action toward increasing student achievement?

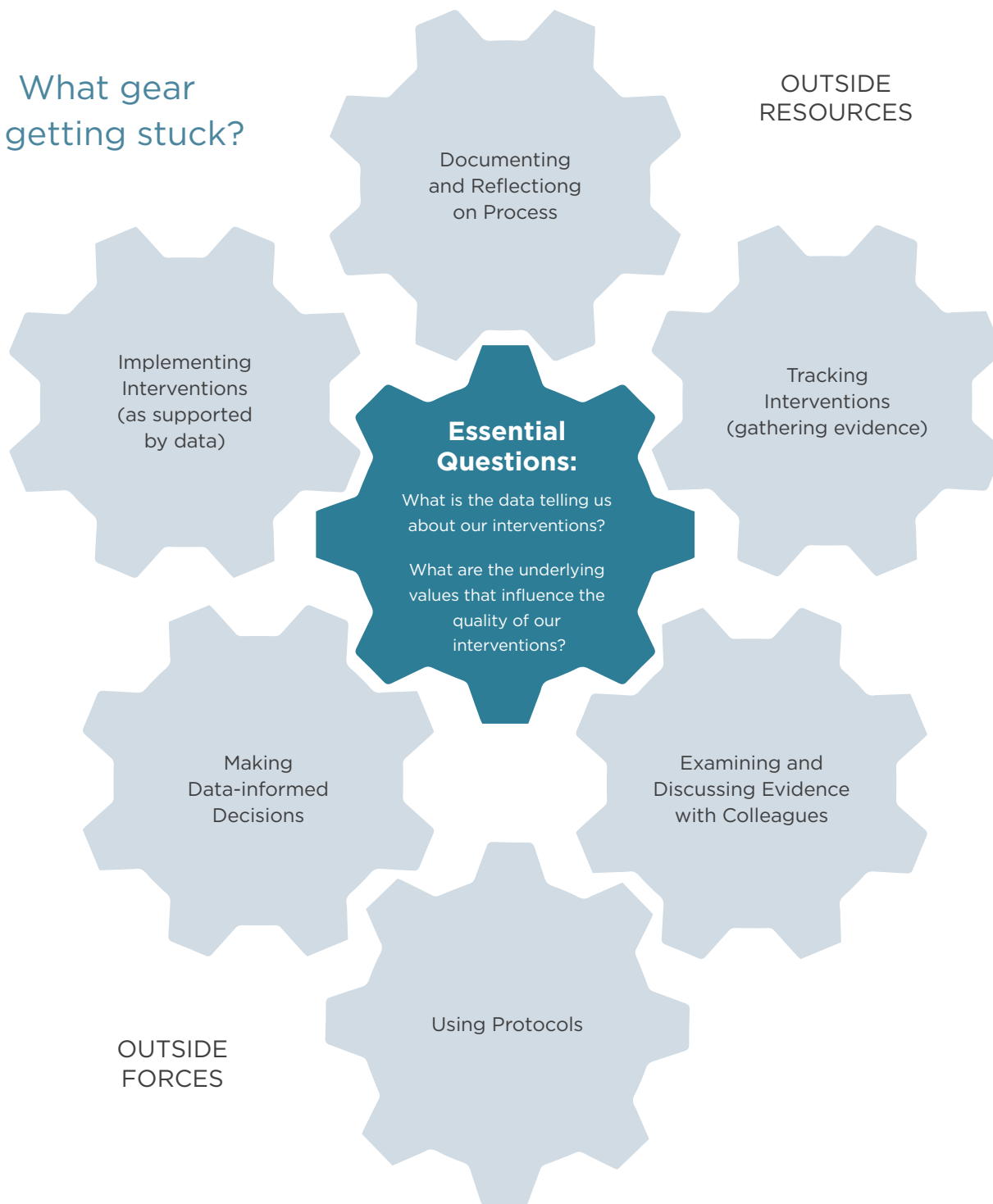
Intervention Evaluation Flowchart (cont.)

Some Considerations for Intervention Planning

- Identifying what students need
- Ensuring intervention is scheduled at accessible times and with a frequency that makes sense
- Matching adult expertise with student needs
- Strategizing how to get targeted students to the intervention
- Connecting what is happening in the intervention to what is happening in the classroom (relational/academic)

The Evidence Process

What gear is getting stuck?





Developing and Tracking Interventions

Intervention Success Monthly Action Plan (IS-MAP)

A plan to support action planning using results from the Intervention Evaluation Flowchart.

Intervention Success Monthly Action Plan (IS-MAP)

Based on quarterly student achievement data and your reflection using the Intervention Evaluation Flowchart, what area needs refinement and what is the change you will make? (refer to bolded categories on the Flowchart)

Area of Refinement: _____

Planned Change: _____

<p>Why am I planning to do this?</p> <p>What's at stake? What do I hope will happen as a result of this change in our team's practice?</p>	<p>How will I initiate this change?</p> <p>What action do I need to take to bring this change to fruition?</p>		<p>What supports do I need to be successful?</p> <p>Who can help me and what do I need from them?</p>	<p>How will I know if my team has made progress?</p> <p>What evidence will tell our team we're on the right track with the intervention?</p>
	Action Item	Due Date	What I Need	Resource Person



Developing and Tracking Interventions

Student Success Intervention Plan

A planning tool for student interventions that includes the identification of baseline data, criteria for success, status checkpoints, and plans for reflection.



Student Success Intervention Plan: Quarter ____

Date:	School:		Grade:			
Focus	<input type="checkbox"/> Attendance <input type="checkbox"/> Ds/Fs <input type="checkbox"/> GPA <input type="checkbox"/> On-Track Rate <input type="checkbox"/> Behavior <input type="checkbox"/> Other _____					
Target group		Number of Students				
Baseline data used to select target group						
Intervention description	What it is: When it takes place (dates/times): Where it takes place: Description of activities involved:					
Goal of intervention						
Criteria for success						
Owner(s) of intervention						
Participants in intervention						
Timeline of intervention	Planning and preparation	Introduction to staff	Introduction to targeted students	Introduction to parents and stakeholders	Intervention start date	Intervention end date
Status checkpoints	Checkpoint 1		Checkpoint 2		Checkpoint 3	
Summary of action taken after each checkpoint						
Reflection at end of intervention						



Developing and Tracking Interventions

Behavior, Attendance, and Grades (BAG) Report

A school-generated tool for educators to interact with students on behavior, attendance, and grades. Ideally, schools will produce these reports every five weeks. BAG Reports use real-time data so students understand where and how they are struggling, and which educators they may need to reach out to for support. They also help students understand their current status in relation to their goals. Schools can use BAG Reports in different ways, including individual conversations with students or holding “town hall” meetings for all freshmen to review the data and set next steps.

Behavior, Attendance, and Grades (BAG) Report



Student: Keith Grade Level: 9 8th Period Teacher: Donson
 The numbers below reflect totals through Semester 1

BEHAVIOR

In what ways do I contribute to a Safe and Respectful school climate?

# of Infractions (# of Major Infractions)	# of Days of In-School-Suspension (ISS)	# of Days of Out-of-School-Suspension (OSS)
5 (1)	10	0

If I have any questions regarding my misconducts, I should schedule an appointment with the Dean of Discipline.

ATTENDANCE

Do my actions reflect the real me?

Days Enrolled	80
Days Present	73
Days Absent	7

My Year-to-Date Attendance Rate is 91%

If I have any questions regarding my attendance, I should schedule an appointment with the Attendance Dean.

GRADES

How am I doing academically in my classes?
 Do my grades represent my true ability?

Period	Courses	Teacher	Grade
P1	Algebra 1	Flint	D
P2	English 1	Lemon	B
P3	World Studies	Moeller	C
P4	PE I-Health	Spann	A
P5	Lunch		
P6	Science	Tyson	D
P7	Photography	McCain	B
P8	Intro to Comp	Donson	A

My Estimated GPA is 2.57

(this estimate does NOT include any previous semesters)

If I have any questions regarding my grade in a course, I should schedule an appointment with my Teacher.