Webinar 2
Tiered Interventions for High Schools
A Focus on Resources and Interventions
to Improve Attendance
Segment I: Selecting Evidence-based Interventions
June 13, 2012
The overall goal is to enhance participants’ knowledge of tiered interventions related to attendance in high schools.

Objectives

• **Learn how the VEWS and Evidence-based Decision Making (EBDM) cycles can be applied to select interventions that keep students on track to graduation**

• View available resources found on the What Works Clearinghouse and other websites relevant to tiered interventions for student supports
Goal and Objectives (Continued)

• Review an evidence-based program—Check & Connect
• Learn about best practices implemented by Virginia districts and schools to improve attendance
Selecting Evidence-based Interventions

SEGMENT I

Dr. Francena Cummings
Director of Technical Assistance
SERVE Center at the
University of North Carolina at Greensboro
Context Setting

School Improvement

Virginia Early Warning System

Tiered Interventions

Graduation Rate

Virginia Department of Education

Appalachia Regional Comprehensive Center

SERVEC Center
What is an integrated approach?

• Systemic Plan
• Focus on absenteeism, behavioral problems, and course failures
• Three-tiered approach

Mac Iver & Mac Iver (2009)
Virginia’s Divisions and Schools Use VEWS to:

• Track the risk factors related to dropout behaviors for students
• Design and develop an integrated school-level approach to dropout prevention
• Select and implement tiered interventions to support students
• Monitor and respond to the impact of interventions on students, climate, culture, and other issues associated with dropout prevention
The power of early-warning indicators lies in the willingness and capacity of school leaders and educators to transform insightful data into strategic decisionmaking that leads to improved student outcomes.

Lindsay Pinkus (2008)
VEWS Cycle

STEP 1
Establish roles and responsibilities

STEP 2
Use the VEWS Tool

STEP 3
Review the VEWS data

STEP 4
Interpret the VEWS data

STEP 5
Assign and provide interventions

STEP 6
Monitor students

STEP 7
Evaluate and refine the VEWS process

Source: National High School Center
This report shows a list of students who are flagged for any indicator of risk and for which indicators they are flagged, for the selected grading period or timeframe.

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<th>Student ID</th>
<th>First Name</th>
<th>Last Name</th>
<th>Pre-HS Indicator</th>
<th>20 Day Attendance Flag</th>
<th>Quarter 1 First 20 Day Attendance Flag</th>
<th>Quarter 1 Attendance Flag</th>
<th>Quarter 1 Course Fails Flag</th>
<th>Quarter 1 GPA Flag</th>
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A Focus on Interventions to Improve Attendance

Why focus on attendance?

• It is a key indicator of non-graduation
• It often signals disengagement
• It impacts course failure

"Attendance is to school what rebounding is to basketball—it is hard work, requires effort and persistence, and it often goes unrewarded and unrecognized, but schools can’t be successful without it."

Source: Mel Riddile, National Association of Secondary School Principals
Beyond the Indicators (absenteeism at a glance)

• Are there any patterns for absenteeism among students flagged for attendance? Cases of truancy? Chronic absenteeism?
• What information can be discerned about disengagement?
• What do team members and others know about students outside of the context of the VEWS data?
• Are triggers/flags adequate?
• What additional data are needed to address root causes?
• What interventions might be considered?

Step Four: Interpret VEWS Data
Virginia Department of Education has four initiatives using a tiered framework

- Early Warning System (EWS)
- Effective Schoolwide Discipline (ESD - PBIS)
- Student Assistance Programming (SAP)
- Virginia System of Tiered Intervention (VA-RTI)
A Three-Tiered Dropout Prevention Model

- **Primary**: Comprehensive School Reform (preventing problem behaviors for majority of students), Early Warning System
  - **ALL**

- **Secondary**: Targeted Interventions for struggling students
  - **Some**

- **Tertiary**: Intensive Interventions
  - **Few**
What Does the Selection Process Look Like?
Evidence-Based Decision Making (EBDM) Cycle

1. Use data to identify need or understand problems
2. Examine studies and research
3. Use professional wisdom
4. Consider contextual constraints
5. Make a decision or develop a plan
6. Monitor and assess implementation
7. Evaluate outcomes

Reflect
Revise and Improve
Reflect
Reflect
Reflect
Reflect
Reflect
Reflect
EBDM Cycle

Examine Studies and Research
**Desired Outcomes:** What are the goals of this intervention/strategy? How well do those match with your teachers’ or students’ needs (address problem areas, meet subgroup needs, etc.)?

**Core Intervention/Strategy Features:** What are the core features of the intervention/strategy? How might teachers and others in the district react to this type of intervention/strategy?

**Challenge(s) in the Use of This Intervention/Strategy:** What are possible implementation challenges of this intervention/strategy? What does your professional wisdom (past experience) tell you about this intervention/strategy, particularly as it relates to practice?
Extent of the evidence: Which studies use strong research designs to determine the intervention/strategy’s impact? What statistically significant effects were found?

Extent of Alignment with District Values: To what extent does this intervention/strategy align with your districts’, schools’, or teams’ values?

Initial Impression: (Circle one)
- RECOMMENDED
- NEED MORE INFORMATION
- NOT RECOMMENDED
EBDM Cycle

Professional Wisdom
EBDM Cycle

Contextual Conditions
If we want to move toward evidence-based education, we should begin with the use of the best available research, data, and other Information BEFORE ADOPTING programs, practices, and policies.

Grover J. Whitehurst, 2004
Click on the title of the file.

When you click on it, the Save To My Computer button appears.

Click on Save To My Computer. It will prompt you to save it to your computer. If you do not see the Save Dialog Box, you may have to minimize your current window to see the Save Dialog box.
Closing Remarks and Next Steps
Webinar 3
Tiered Interventions for High Schools
A Focus on Community Partnerships and Resources
Evaluation

INSERT LINK