Middle & Secondary Interventions to Promote High School Graduation

April 29, 2011
Drew Braun
Lori Rae Smith
Bethel School District

1

Background and Context

- Nationally, approximately 30% of students drop out of school and do not graduate.

- Dropouts are at substantially higher risk than graduates for life-long difficulties associated with unemployment, poverty, illiteracy, incarceration, and chronic stress.

2

Background and Context

- Dropout from school is not considered a one-time event

- Dropout is the final outcome of a series of difficulties in a student's academic career, including poor academic performance, and a gradual buildup of psychological and behavioral disengagement from school (Finn, 1989)

3

Research on Academic Indicators that Best Predict High School Graduation

- Connected by 25 (2007)
  - The study examined the Portland Public School Class of 2004 as a cohort, tracing their longitudinal progress on a student by student basis.

  - Using this methodology to analyze multiple years of longitudinal data on every student in the cohort yields clear evidence of significant patterns of behavior, and thus reveals accurate predictors for determining which students are at risk for not graduating.

  - It also indicates what the best timing is for implementing successful interventions to support these students.

4

Likelihood of Leaving School without Graduating
(Prior to Essential Skills Requirements)

FIGURE 2: Student Risk of Leaving High School without Graduating as It Relates to Meeting 8th Grade Standards
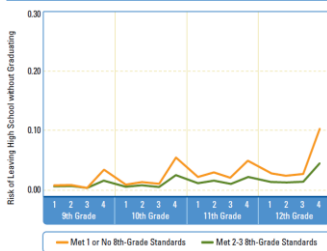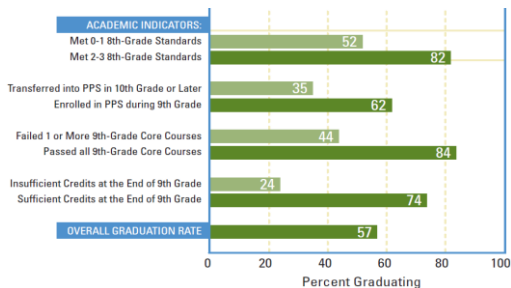
- Students who met 1 or zero OAKS Benchmarks in 8th grade are 2.6 times more likely to leave school without graduating
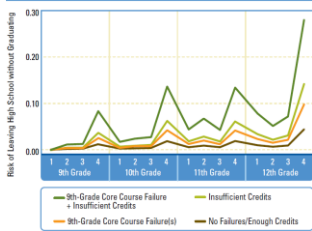
Connected by 25

5

Connected by 25

ACADEMIC INDICATORS:
- Met 0-1 8th-Grade Standards — 52
- Met 2-3 8th-Grade Standards — 82
- Transferred into PPS in 10th Grade or Later — 35
- Enrolled in PPS during 9th Grade — 62
- Failed 1 or More 9th-Grade Core Courses — 44
- Passed all 9th-Grade Core Courses — 84
- Insufficient Credits at the End of 9th Grade — 24
- Sufficient Credits at the End of 9th Grade — 74

OVERALL GRADUATION RATE — 57

Percent Graduating

Note: Indicators are based on graduation requirements prior to the Oregon Diploma Project

6

Likelihood of Leaving School without Graduating
(Prior to Essential Skills Requirements)

FIGURE 5: Effects of Combined 9th-Grade Indicators on a Student's Risk of Leaving High School without Graduating
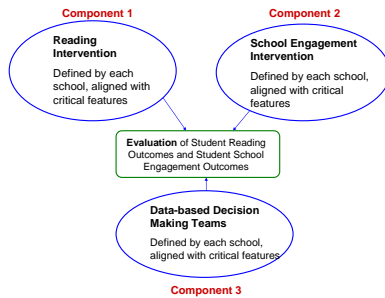

- Failing one or more 9th-grade core courses were 3.9 times
- Insufficient credits were 4.1 times
- Failed one or more core courses in 9th grade *and who* were deficient in credits were nearly 5 times

Connected by 25

7

Middle & Secondary Intervention Project:
Also known in Bethel as the Bethel Graduation Project

Component 1

Reading Intervention

Defined by each school, aligned with critical features

Component 2

School Engagement Intervention

Defined by each school, aligned with critical features

Evaluation of Student Reading Outcomes and Student School Engagement Outcomes

Data-based Decision Making Teams

Defined by each school, aligned with critical features

Component 3

8

Reading Intervention:
Critical Features

- Procedure for identifying students who need reading support and indentifying specific needs
- Intervention incorporates use of evidence-based strategies for targeting important skills
- Instructors have received adequate training to deliver intervention
- Intervention is delivered for equivalent of 30 minutes or more/day/year or until student demonstrates sufficient improvement
- Procedure for monitoring student progress on targeted skills
- Reading intervention is distinct and different from what other non-intervention students receive
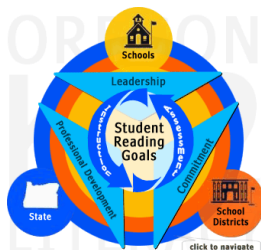
9

MSIP Criteria for Reading Intervention

- Combination of 5th grade ORF and OAKS

- Schools considered capacity (percent of students included in the study)

10

Oregon K-12 Literacy Framework

http://www.ode.state.or.us/search/page/?id=2568   11

Intervention Programs: Middle School and High School

Common Characteristics of Struggling Readers in Middle and High School Grades

Stupski Foundation Report: The Secondary Literacy Instruction and Intervention Guide

- Are less fluent readers - many have some multisyllabic needs and their sight word vocabularies are thousands of words smaller than the grade-level reader
- Are less familiar with the meaning of words
- Have less conceptual and content knowledge
- Have fewer and less-developed strategies to enhance comprehension or repair it when it breaks down
- Do not enjoy reading nor choose to read for pleasure

In middle school and high school, interventions differentiated enough to close the gap for intensive struggling readers are also necessary.[91] Intense interventions (see the definition of intervention materials in the opening portion of the previous section) on word study and fluency building are provided to those students who lack foundational reading skills. These interventions are provided by reading specialists or teachers who have undergone thorough professional development to help them understand the program

12

Slide 13

Possible Reading Grouping/Scheduling

Middle Grades

| INTERVENTION TYPE	PRO	CON
At least one period of daily reading instruction for the most **intensive students**: • 6th grade, ____% • 7th grade, ____% • 8th grade, ____%	Provides additional time in direct reading instruction for neediest students.	May alter schedules/grouping of those students currently receiving special ed services. Requires placement tests. May require purchase of curriculum. May add non-special ed students to groups.
Elective reading period for **targeted students:** • 6th grade, ____% • 7th grade, ____% • 8th grade, ____%	Provides reading instruction in addition to language arts for students in need.	May need to eliminate one elective in order to add reading elective. May need to have several groups within elective period. May require professional development for teacher(s) delivering instruction.
Homogeneously grouped reading period for **all students** in addition to their heterogeneously grouped language arts class.	Increases reading instructional time for all students without compromising instruction in language arts standards.	May not be necessary for large percentage of students currently at grade level on given measure(s).
Content Literacy strategies for **all students.**	Meets the need for explicit comprehension and vocabulary instruction as recommended by research.	Requires minimal professional development.

Kowalko, revised 2010

13

Slide 14

http://www.rgrco.com/phonics/2nd-edition

14

Slide 15

Bethel School District
Middle Grades Delivery Model

Grouping	Design		Design	Time
Intensive	• (comprehension) • (vocabulary) • Fluency • Decoding Short Words • Phonemic Awareness		• Corrective Reading (Decoding A) • Wilson Reading Program • Language! • Phonics for Reading	90 – 120 mins
Low Emerging/ Emerging	• (writing) • Comprehension • Vocabulary • Fluency • Decoding Long Words		• Open Court • Prentice Hall (adapted version) • Reading Mastery Plus (V & VI) • REWARDS (Between B2 & C) • Corrective Reading (Decoding B1, B2 & C) •STARS	60 – 90 mins
Emerging/ Established	• Writing • Comprehension • Vocabulary • (fluency) • (decoding)		• Other Core program • Open Court • Prentice Hall (regular version) • McDougal-Littell • Glencoe • REWARDS Plus	45 – 60 mins
Advanced	•Writing •Comprehension •Vocabulary		• Junior Great Books • Novels	45 – 60 mins

15

5

Progress Monitoring
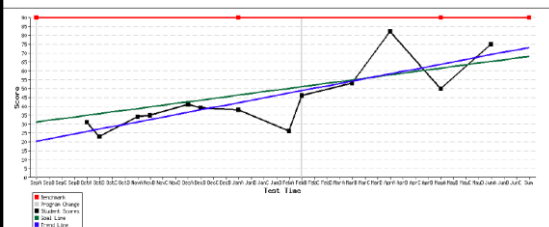
16

COMMON CORE
STATE STANDARDS
OREGON

Common Core State Standards for *English Language Arts and Literacy in*
History/Social Studies, Science, and Technical Subjects

CCSS Context:

➢ **For Common Core State Standards (CCSS) context, see the March 2011 issue of the *Superintendent's Pipeline*, pp. 3-5,** http://www.ode.state.or.us/pipeline/march-2011.pdf.

ODE Common Core State Standards (CCSS) web page:

➢ **ODE CCSS Link: http://www.ode.state.or.us/search/page/?id=2860**
   (or type "CCSS" in search box on ODE home page)
➢ **This site is being updated regularly as resources become available.**

School Engagement Intervention:
Critical Features

- Students check-in with a supportive adult on a regular basis – daily or weekly
- Students receive regular, constructive feedback on behavioral or academic performance
- Students are recognized for demonstrating improvement and engagement with school
- Data is collected on student's behavioral and psychological engagement in school
- Intervention is distinct and different from what non-intervention students receive

18

Student Engagement - Definition

1. **Student participation in school activities**
   - compliance with school and class rules, attendance, promptness, listening to the teacher, and classroom participation.

2. **Students' identification with school and acceptance of school values**.
   - sense of belonging, social ties, relationship with teachers, sense of safety at school, and extent to which they value school success.

19

School Engagement Intervention

The intervention should be designed to increase:
1. Psychological engagement
   - a student's sense of belonging at school
2. Behavioral engagement
   - attending class on time, completing assignments, participating in class, not engaging in problem behavior

20

School Engagement Intervention

Should include three elements:
(a) building relationships and reinforcing engagement/pro-social behavior;
(b) collecting indicators of behavioral and psychological engagement to monitor the intervention;
(c) providing more intense support for students who need it

21

FOR CONSIDERATION

- How can we match intensity of interventions to need of the student?

  - What are your current practice and data sources?

  - How can you include the use of student self-report?

22

Student Engagement Instrument (SEI)
(Appleton, Christenson, Kim, & Reschly, 2006)

Student Engagement Instrument

MARKING INSTRUCTIONS
- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ●   INCORRECT: ✓☒☉

1. My family/guardian(s) are there for me when I need them. ① ② ③ ④
2. After finishing my schoolwork I check it over to see if it's correct. ① ② ③ ④
3. My teachers are there for me when I need them. ① ② ③ ④
4. Other students here like me the way I am. ① ② ③ ④

23

Previous Research on the SEI

- Appleton et al, 2006 - approximately 1900 9th graders
- Betts et al, 2010 –
  approximately 2400 students, grades 6-12.
- Students were sampled from school districts in the rural Southeast and Upper Midwest of the United States.

24

Results of published research on SEI

- Similar results across the two published studies
- Evidence supports the idea that the SEI may be used <u>at the middle and high school</u> levels to measure intellectual and emotional subtypes of student engagement

25

5 Factors

The evidence suggests that the SEI can be broken into 5 factors representing different aspects of engagement:
- Teacher / Student relationships
- Control and Relevance of School Work
- Peer Support at School
- Future Aspirations and Goals
- Family Support of Learning

26

Use of the SEI to Choose Interventions

- Remember that the SEI is only ONE data source among many that can be considered.

- Use of the SEI to gauge the intensity of the intervention is an experimental approach – we should use it carefully and learn from our initial efforts

- We don't yet have "benchmarks" for the SEI like we do for ORF or other assessments

27

SAMPLE PROCESS

- Which students appear to be disengaged?
  - High # of unexcused absences
  - High # of tardies
  - More than two ODRs
  - Any ISS or OSS
  - Teacher referral includes poor academic engagement in description of problem
  - Low engagement score on SEI

28

Generate Ideas
Menu of Options for SE Interventions

- What "interventions" related to school engagement are already in place in your buildings?

- If Check-In/Check-out (or something similar) is in place in your school, how can it be modified to have a school engagement focus?

29

Examples of SE Interventions

- Social Skills Group
- Mentoring
- Academic Support
- Girls Leadership Group
- Ongoing support from school counselor
- Newcomers Club
- Extracurricular programs/sports
- Check-in, Check-out (CI/CO)
- Check and Connect

30

PBIS Interventions

- Yellow Zone:
  - CICO
  - Academic Seminar – assistance & academic behaviors
  - ABC, which is a form of CICO focusing more on academic behaviors
  - Refocus room
  - Social skills classes and skill building groups being taught by the counselors.
  - Lunch bunch, girls group etc.
- Red Zone: Individualized Program

31

Data-based Teams:
Critical Features

- Systematic process for reviewing data and making decisions about students at risk for reading or school engagement problems
- School-based team includes key stakeholders
- Data team meets at least 1 x / month
- Data reviewed is relevant, formative, and current

32

Data Teams

- All data for all teams
  - PBIS has academic and attendance as well as referral data
  - Academic teams have behavior and attendance data
  - Although all teams have all data the depth of data in a given area will vary by team
  - Data Warehouse

33

Accountability and Performance in Secondary Education in Milwaukee Public Schools (Meyer, Carl & Cheng, 2010)

"A guiding principle in creating the MPS early warning system has been to gather data from multiple cohorts of first-time MPS 9th grader students and work both 'backwards' (e.g. into middle school) as well as 'forward' (into high school) to develop predictive models for student success from primary outcomes of interest (high school graduation and college enrollment)." (p.10)

Note: Milwaukee Public Schools worked with the University of Wisconsin Center for Educational Research (WCER) to develop the predictive models.

34

Findings on Dropouts

- Similar finds MPS & Connected by 25
  - Significantly lower academic performance (GPA)
  - More likely to have been retained in 9th grade due to insufficient credits
  - Absence rates were much higher than those of eventual graduates
  - Higher incidents of behavior problems
  - More mobile than graduates
  - Standardized test scores were lower
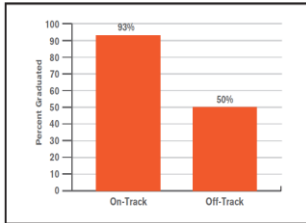
35

MPS Early Warning System - GPA

FIGURE 2: GRADUATION RATE BY FIRST-YEAR OVERALL GPA FOR FIRST-TIME MPS 9TH GRADERS IN 2001-02 AND 2002-03 (COMBINED)
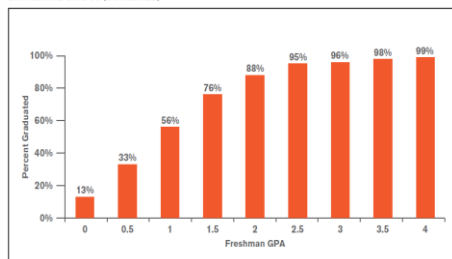
36

MPS Early Warning System – Credits Earned 9th Grade

FIGURE 5: GRADUATION PROBABILITY BY ON-TRACK STATUS FOR END OF FIRST YEAR IN GRADE 9, MPS FIRST-TIME 9TH GRADERS IN 2001-02 AND 2002-03 (COMBINED)
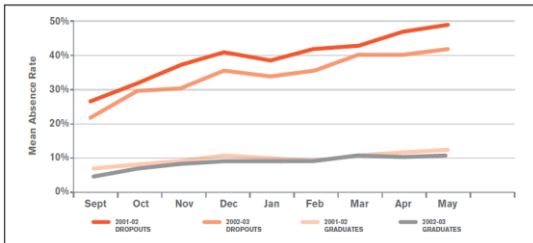
- On-track: 5 credits by the end of 9th grade

- 22 credits to graduate

37

MPS Early Warning System – Attendance

FIGURE 4: MEAN ABSENCE RATES DURING FIRST YEAR OF HIGH SCHOOL, BY MONTH, FOR DROPOUTS VS. GRADUATES IN THE COHORTS OF FIRST-TIME MPS 9TH GRADERS IN 2001-02 AND 2002-03
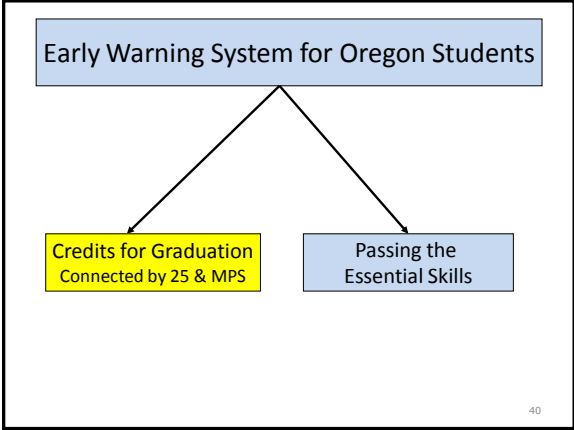
38

MPS Early Warning System – Behavior

TABLE 5: COMPARISON OF FIRST-YEAR SUSPENSION INCIDENCES FOR DROPOUTS AND GRADUATES AMONG FIRST-TIME MPS 9TH GRADERS IN 2002-03

	2002-03 FIRST-TIME 9TH GRADERS:	
	DROPOUTS (N=1330)	GRADUATES (N=3690)
Suspensions during first year of HS:		
Suspended once	14.7%	12.7%
Suspended more than once	37.3%	14.9%
Never Suspended	47.5%	72.4%
Total	100.0%	100.0%

39

Early Warning System for Oregon Students

Early Warning System for Oregon Students

Credits for Graduation
Connected by 25 & MPS

Passing the
Essential Skills

40

Starting Points for Bethel's Early Warning System

- Students with less than:
  - 2.5 GPA end of 9th grade
  - 5.5 Credits earned 9th grade (Oregon Students need 24 not 22)
  - 90% attendance
- Other indicators
  - Two or more suspensions
- Not Passing 8th grade OAKS in Reading and Mathematics, and 8th grade end of year Writing Work Sample – Essential Skills

41

Essential Skill Report

2009-10 Essential Skill Report

Teacher Name:
Grade: 4

Student Name	Math Score	Math PL	Read Score	Read PL	Writing Score	Writing PL
	219	M	225	E	32	M
	210		212	M	24	
	218	M	213	M	32	M
	220	M	209		32	M
	211		226	E	32	M
	218	M	215	M	30	
	213	M	209		26	
	224	M	227	E	34	M
	225	E	211	M	32	M

42

14