

DOINGWHATWORKS



Video

FULL DETAILS AND TRANSCRIPT

Using Data to Determine Appropriate Interventions

Foxfire Center for Student Success, Ohio • January 2009

Topic: Dropout Prevention

Practice: Data Systems

Highlights

- The Intervention Team gathers data on student classroom performance, behavior, and health to determine the appropriate intervention for a student.
- During intervention meetings, teachers, administrators, counselors, and the school nurse discuss academic, behavioral, and health concerns related to specific students.
- Intervention services at Foxfire High School occur in three tiers: Tier One typically includes a conference between the student and an adult. Tier Two includes regular counseling services with the school counselor. Tier Three includes structured programs such as a 12-step rehabilitation commitment.

About the Site

Foxfire Center for Student Success

Zanesville, OH

Demographics

75% White

17% Other

9% Black

47% Free or Reduced-Price Lunch

20% Special Education

Foxfire Center for Student Success is an alternative high school in Zanesville, Ohio. It serves as a dropout recovery school for students from the local and surrounding districts.

The school provides:

- Ongoing monitoring of student interventions and immediate adjustments in these interventions if needed
- Invisible mentoring for all students
- Extensive academic supports for credit recovery through project-based learning
- Wrap-around services with an on-site community health nurse
- Small, personalized classes
- Instruction that is relevant and provides opportunities for students to work in the community

Full Transcript

My name is Steve Lawler, and I am a Math teacher here at Foxfire High School. This is my fourth year being here at Foxfire. We meet every morning for professional learning time to collaborate on different things amongst teachers as a staff. But on Thursday mornings, we actually meet to actually discuss student interventions.

Intervention Meeting, unknown speaker: If you look at the background on Student One, whom we reviewed last time...

Lawler: Our students are high risk, and one of the things we have learned is they need more interventions than the average student that would go to another high school. So, we meet on Thursday mornings to discuss any concerns or issues that we have with the students, and we bring those to the table, and we see how we're going to meet them. Currently, we are using a tiered intervention process.

Intervention Meeting, unknown speaker: So, he is currently seeing a counselor. For our plan, I would assume that we would want that to continue?

Lawler: At tier one, some of things that we would do would be to have a conference with the student, either with a teacher and the student discussing either their academic performance or something that the teacher has observed the student do, or it could be with an administrator and a student—again regarding the

same situations. If we need to, sometimes a resource officer will meet with the student to discuss whatever behavior that we have observed.

Intervention Meeting (unknown speaker): Can you guys tell me some of the things, maybe, that you've been doing with him? Has anybody seen anything that's helped with him?

Intervention Meeting, Lawler: He wants to belong in sports. He talked about baseball. He's begged to play football since he's been here, and some sort of extra-curricular activity he's been wanting to be involved in.

Lawler: Now, tier two, that would be something like where we set up a regular counseling session with the student with the counselor.

Intervention Meeting, Principal Todd Whiteman: From an academic standpoint, I think we need to get some sort of, bring him in—Austin, you may want to bring him in, you and Mrs. Lucier—and look at an extensive plan of maybe some small groups. Put him in some of those periods where we have three students in there at a time, or one-on-one, things that where he can get some attention...

Lawler: And then, tier three would be more like some sort of program where they get into a 12-step program, and they're actually having to follow it rigidly, some sort of rehab.

Intervention Meeting, unknown speaker: He's also agreed, maybe, to a 12-step meeting. He and the other student are considering going there together.

Intervention Meeting, Whiteman: That's huge.

Intervention Meeting, unknown speaker: That's what I've been trying to get started here. So, if we've got two that are willing, I'll go back to those people that I have connections with and try to get another teen group started.

Intervention Meeting, Lawler: If we make this 12-step program a big deal for him, he's going to love it. And the other one, student number one, same thing. We've already talked, both of them like attention. You give them attention for this program, make the pioneers or whatever, here at Foxfire, I think it'll be really well for both of them.

Lawler: The people that participate in our intervention meetings on Thursdays consist of the teachers—all our teachers are in there—we have our counselor, our nurse, any other staff members, our administrators, and any other staff members that may have contact with the students or have some impact with the students themselves.

Intervention Meeting, Whiteman: Let's look at what we can do to get him into as small a group as we can, possibly one-on-one. I mean, ability is not the issue. It's the non-academic barriers and the structure pieces.

Lawler: It's extremely important that we meet on Thursdays in regards to the student interventions because with our students, the slightest change in their lives can impact how they perform in school. Whether it

academically, socially, the slightest change outside of school can impact how they react in school.

Intervention Meeting, Whiteman: He has one and three-quarters credits, but he has passed all the Ohio Graduation Tests, and his scores were quite well. So, obviously, the first thing that jumps out at me is, there's not a discrepancy in ability, but obviously these non-academic barriers are affecting him, obviously the mom's health, the alcohol abuse. The other thing that I would have to guess is he's been disengaged with school.

Lawler: Thursday mornings, we know that if something is going in the home, we are aware, and we can impossibly take steps towards, again, getting interventions and also being aware in our classrooms, so we can maybe change the way we relate to the student, teach the student, or so forth.

We use different kinds of data to assess these interventions. We get data from our nurse, our school nurse. She has information on any types of medications the students may be taking. We also get information from the academic side. We collect data from the other OGT [Ohio Graduation Test] scores; we collect data from their classrooms. We use this data to see, okay, the student's having trouble here. We go and we get him into the interventions. We do a lot of action research in attempts to find ways to get to these students, try to find other ways to find some formative assessments that will work with these students, some different way to engage our students. So, and with these interventions that we learn about the students, we find out that if the student has a problem with this, well, let's go do some research and find out how can we meet that need.