

## Welcome to the National High School Center's Webinar: Assigning Students to Appropriate Interventions

### ***Before the Webinar:***

- The line will be silent until 2:30 p.m., when the Webinar begins
- All lines will be muted during the presentation
- If you experience technical problems, please use the chat feature to ask questions, or call **1-800-634-0503**

# Assigning Students to Appropriate Interventions

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**Jenny Scala**

**National High School Center at the American  
Institutes for Research**

**November 8, 2012**

# Webinar Agenda

## Welcome and Introduction

***Matthew Hauenstein***

*Research Assistant, National High School Center*

## Assigning Students to Appropriate Interventions

***Jenny Scala***

*Research Analyst, National High School Center*

## Question and Answer Live Chat

***Jenny Scala***

*Research Analyst, National High School Center*

***Matthew Hauenstein***

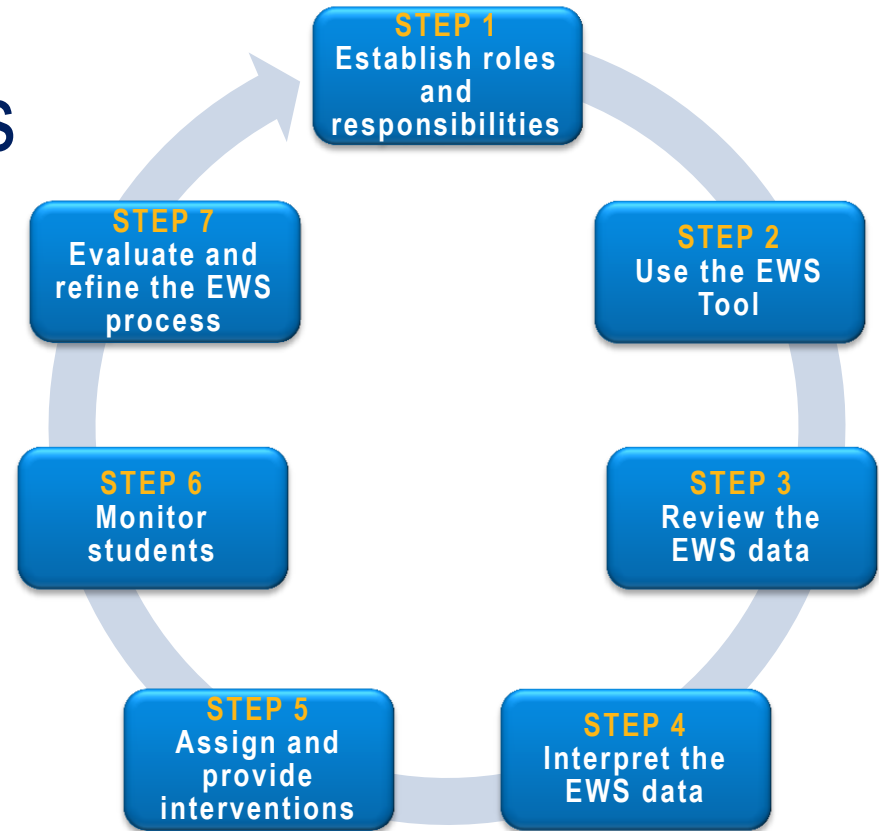
*Research Assistant, National High School Center*

***Laura Yerhot***

*Research Associate, National High School Center*

# Focus of Webinar

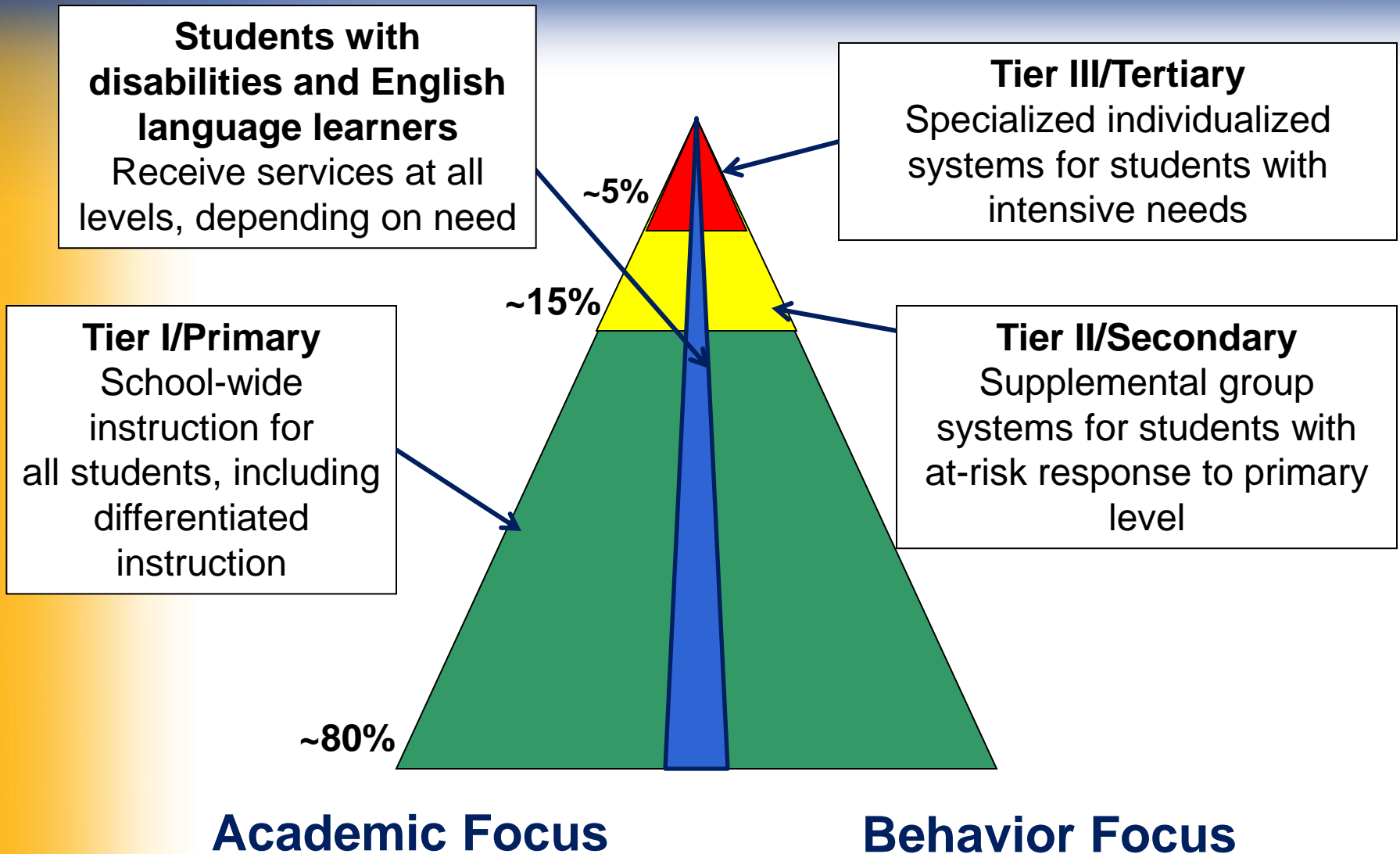
- Step 5 – Assign and provide interventions



## Step Five: Assign and Provide Interventions

- The Early Warning Intervention and Monitoring System (EWIMS) team matches individual students to specific interventions after having gathered information about:
  - Potential root causes for individual students who are flagged as at risk
  - Available academic and behavioral support and dropout prevention programs in the school, district, and community
  - A tiered approach used to match students to interventions based on their individual needs
- In addition, Tier 1 or universal interventions can be used to address any school climate issues revealed by school-level EWS data

# Multi-Tiered System of Prevention



# Assign & Provide Interventions



Identify needs and priorities



Evaluate evidence claims



Implement practices



# Identify Needs and Priorities

- Evaluate existing data to determine baseline performance on indicators of interest
  - Course performance
  - Attendance data
  - Behavior data



# Identify Needs

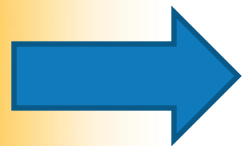
- For what skills do we need a secondary program? Is there a specific academic or behavior outcome or measure for which we are interested in providing supplemental instruction?
- For what grades do we need a program?
- For which sub-groups do we need a program?

# Identify Priorities

- Is it a program that:
  - can be purchased for a reasonable cost?
  - can be implemented in a reasonable timeframe?
  - requires specialized expertise or lengthy training to administer?
  - offers ready access to training and technical support for staff?
  - has documented evidence of efficacy through the most rigorous research?
  - has demonstrated effectiveness in our district or state?

# Selecting Evidence-Based Practices

Identify needs and priorities



Evaluate evidence claims

Implement practices

# Selecting Evidence-Based Practices: Definitions

- Evidence-based intervention
  - Data demonstrate (or empirically validate) efficacy through scientific, rigorous research designs of the specific program
- Research-based intervention
  - May incorporate design features that have been researched generally
  - Has not been studied using a rigorous research design

# Evaluate Evidence: Where

- Curriculum websites
- Peer-reviewed journals
- What Works Clearinghouse
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Doing What Works
- National Dropout Prevention Center/Network

# Evaluate Evidence: Quality

- How was the program implemented? Is it realistic under normal circumstances?
  - Who implemented the intervention?
  - Was there a manual or a script?
  - How often did the intervention occur?
  - Was fidelity evaluated in the study? If so, how?
  - What phase of research (exploratory, pilot, efficacy, scale-up)?

# Evaluate Evidence: Desired Outcomes

- Were the outcomes assessed relevant to your needs?
  - What outcome measures were used to evaluate the intervention?
  - Do the outcome measures seem reasonable?
  - Are the outcome measures reliable and valid?



# Evaluate Evidence: Effects

- Are the effects large enough to be meaningful?
  - Significance of differences
  - Interpretation of effect sizes

# Evaluate Evidence: Population

- For which population does the evidence show an effect?
  - Is the sample described?
  - Can you tell who was studied?
  - Is the participant similar to or representative of your student population?
  - Are there different effects for different population groups?

# Assign & Provide Interventions

Identify needs and priorities

Evaluate evidence claims



Implement practices

# Implement Practices

- Provide initial recommended training and professional development
- Plan for initial implementation (e.g., scheduling, materials)
- Provide ongoing coaching and professional development
- Monitor and evaluate fidelity of implementation

# Implement Practices: Monitor Fidelity

- The best way to monitor fidelity is to measure it through:
  - Self-Reported data
  - Observation
  - Logs, lesson plans, and student work

# Implement Practices: Monitor Fidelity

- Self-Reported Data
  - Questionnaires, surveys, interviews
  - May provide an indicator of teacher knowledge, context of implementation
  - Often unreliable when used alone

# Implement Practices: Monitor Fidelity

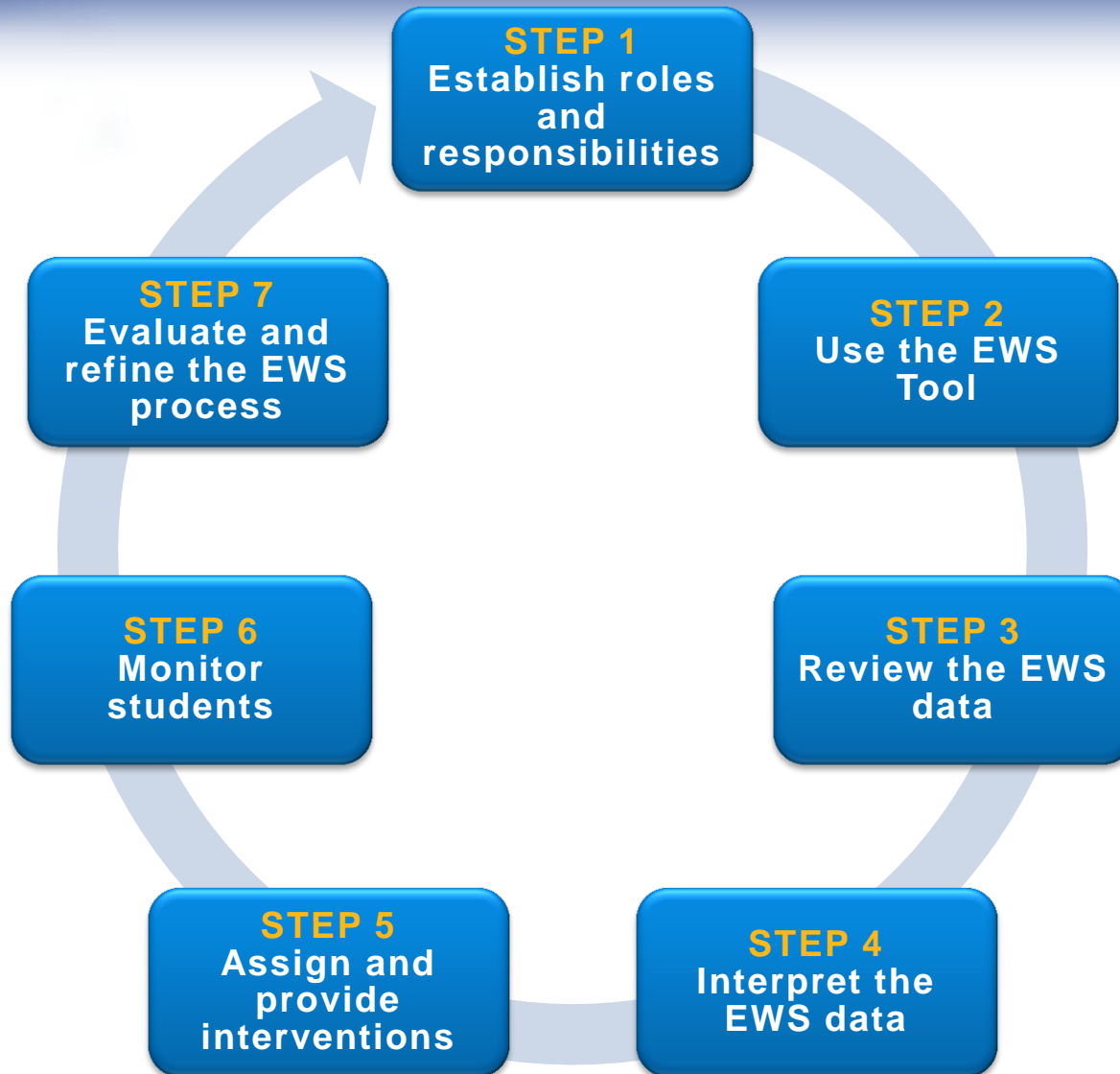
- Evaluating fidelity through observation
  - Develop checklists of critical implementation components
  - Record and listen to sessions at random
  - Conduct spot checks
  - Conduct peer observations
  - Provide peer coaching



# Implement Practices: Monitor Fidelity

- Logs, lesson plans, and student work
  - Evaluate what was done
    - Content covered
    - Student progress
  - Provide less information about
    - Delivery
    - Dosage
    - Adherence to scripts (if applicable)

# EWIMS Process



# Upcoming Webinar: EWS Professional Development Training Series

## Progress Monitoring with the EWS Tools

*Tuesday, November 27, 2012      12:30 p.m. – 1:30 p.m. ET*

Register today at:

[http://www.betterhighschools.org/webinar/default.aspx#EWS\\_Webinars](http://www.betterhighschools.org/webinar/default.aspx#EWS_Webinars)

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# For more information.....

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# Question and Answer Session Live Chat

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**Jenny Scala**

**Matthew Hauenstein**

**Laura Yerhot**

# Accessing the EWS Live Chat

- Enter the EWS community at <http://community.betterhighschools.org>
- Log in with your community username and password
- Navigate to the EWS Live Chat page at <http://community.betterhighschools.org/page/early-warning-system-live-chat-session>
- *My Chatroll* application will be in the center of the page.
- For any questions on accessing, please email [EWS@betterhighschools.org](mailto:EWS@betterhighschools.org)