

Academic Achievement Intervention

Academic Intervention

Academic intervention is used to provide early and systematic assistance to students who are having difficulty learning. It seeks to prevent academic failure through early intervention, frequent progress measurement and increasingly intensive research-based instructional strategies. For students enrolled in kindergarten up through the third grade, intervention strategies are provided and monitored through the Response to Intervention Program (RTI). In grades 4 through 12, progress is monitored emphasizing the achievement compact goals and strategies.

Student identification, Progress Monitoring and Tiered Service Delivery

Schoolwide screening is the first level of data collected. Schoolwide screenings are conducted twice a year in the areas of: Math for K-8; Reading for K-8; and Writing for 3-12. Mandatory statewide assessments (OAKS) are given to all students' grades 3-12 in specific areas: Reading for grades 3-12; Math for grades 3-12; Science for grades 5, 8-12; and Writing for grade 11. OAKS assessment scores are also used to identify progress monitoring and intervention.

Progress monitoring is a set of assessment procedures for determining the extent to which students are benefiting from classroom instruction, for monitoring effectiveness of curriculum and to measure student growth progress. Progress monitoring is in place for students who are receiving intervention.

Service delivery in the district is provided through three tiers of Scientifically Research-Based Interventions (SRBIs) that may increase in frequency and duration on a case-by-case basis as determined by the RTI team to help ensure the academic growth and achievement of students.

Tier 1

In Tier I, the RTI team consists of the classroom teacher(s), Title I teacher, administrator and intervention support personnel.

The first tier states that all students receive core classroom instruction that is differentiated and utilizes strategies and materials that are scientifically research-based. Results from ongoing formative assessments in the classroom guide follow-up or a reteach of content. Any necessary interventions at this level are within the framework of the general education classroom and can be in the form of differentiated instruction and/or appropriate accommodations.

Progress monitoring in Tier 1 is in the form of formative assessments that are given at various points within a unit. If students are not making adequate progress, the teacher consults with the RTI team and may make a referral for the student to move to Tier 2.

Tier 2

In Tier 2, the RTI team consists of the classroom teacher(s), Title I teacher, administrator, intervention support personnel and parents.

In the second tier, supplemental interventions may occur within or outside of the general education classroom, and progress monitoring occurs every four to six weeks. Core instruction is still delivered by the classroom teacher, but small groups of similar instructional levels may work together under a teacher's instruction and/or guidance. This type of targeted instruction may vary in duration and frequency based on individual student needs as determined by the RTI Team. This targeted instruction may occur in the general education setting or outside in a smaller group setting with a specialized teacher (such as a Literacy Support teacher for struggling readers).

In Tier 2, the main purpose of progress monitoring is to determine whether interventions are successful in helping students make appropriate growth progress in identified areas. Following each progress monitoring session the RTI Team meets to discuss student growth progress and if needed, to make changes to the interventions provided to the student.

Tier 3

In Tier 3, the RTI team consists of the classroom teacher(s), Title I teacher, administrator, intervention support personnel, Special Education Teacher and parents.

Tier three is for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. This type of targeted instruction is delivered for a minimum nine to twelve weeks. The interventions in this tier may be similar to those in Tier 2 except that they are intensified in focus, frequency and duration. The instruction in Tier 3 is typically delivered outside of the general education classroom and does not take the place of core classroom instruction.

Programs, strategies and procedures are designed and employed to supplement, enhance and support Tier 1 and Tier 2 instruction by remediation of the relevant area and development of compensatory strategies. If Tier 3 is not successful, the RTI team may refer a student for a full and individual evaluation. The RTI team will meet and discuss the results of the evaluation to determine the individual needs of the student and the appropriate services required. At this point the student may qualify for special education services and an Individual Education Plan.

For students in grades 9-12 intervention opportunities are available for specific individual help in core academic areas. They may be conducted either within or outside the regular school day.

1. In-school intervention consist of those activities including Title I support that occurs within the regular school day and are designed to provide individual help and support for students at risk of failure or nongraduation. They may include class pull-out for small group or individual instruction in specific academic areas or it may include a scheduled intervention class in the specific area of need.

2. Out-of-school interventions are defined as those activities that provide academic support at times other than during the regular school hours. Those activities might include but are not limited to after school help and support, Friday School, community based volunteer mentoring, Kahn Academy, and other technology based instructional supports.

Weekly Monitoring for Extracurricular Eligibility

1. In order for 7th-12th grade students to participate in extracurricular activities (e.g., sports, FFA, Speech, dances, etc.), the student must be passing all classes at grade checks (mid-terms and quarters). If a student is failing any class at a grade check, then he or she will be on academic probation. This entails weekly grade checks, optional Friday School attendance and extracurricular ineligibility. If the student is passing all classes at a weekly grade check then he or she is eligible to participate in extracurricular activities for that week (unless the student does not meet OSAA eligibility criteria). In the weeks following, the student will be expected to turn in grade checks every Thursday until they are released from academic probation. For a student to be released from academic probation they must be passing all classes at quarterly grade checks.
2. Friday School will be held in the school library from 8:00-12:00. Students will be expected to make their own lunch and transportation arrangements. If the student completes their assignments before Friday, they may be excused by the Friday School teacher. The student will not be eligible to participate in extracurricular activities until they have submitted a passing grade check. If a student wants to attend Friday School, they must sign up in the office by 12:00 pm of the prior Thursday.
3. It is the student's responsibility to acquire and submit weekly grade check sheets. Grade check sheets will be available in the office for students to pick up. Students must submit a completed grade check to the office by 3:45 pm on Thursdays for their eligibility to be considered for that weekend. Appropriate staff (teachers and coaches) will be notified every Thursday whether students are eligible to participate for that week.