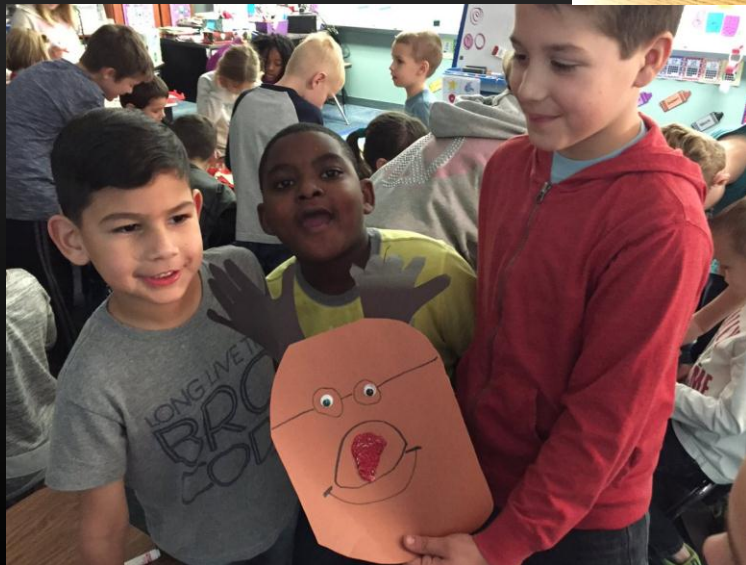


Ray-Pec School District

Student Interventions

Program Review

January 2017





Program Review Team

- Al Voelker, Assistant Superintendent of Academic Services
- Kristel Barr, Director of Secondary Education
- Michelle Hofmann, Director of Elementary Education
- Linda Bass, Director of Special Education
- Allison Scott, Behavior Interventionist
- Carolyn Deane, Behavior Interventionist
- Melissa Darby, Behavior Interventionist
- Charlene White, ELL teacher
- Karin Liikala-Salzman, ELL teacher
- Lovie Driskill, Timber Creek principal



Impact of the Program

- Student intervention is a district-wide framework for improving the learning of all students. The framework is divided into two categories: academic and behavioral.
- Academic intervention programs in the district include the following aspects: universal screening three times a year, systematic progress monitoring, building intervention systems and data-driven decision-making.
- Behavioral intervention programs in the district include the following: building intervention plans, personalized student plans, systematic progress monitoring and data-driven decision-making.
- Common elements include: Student Assistance Teams (SAT), Risk Prevention Team, Focus Facilitators, Behavior Interventionists, At-Risk Behavior Collaboration Team, Intervention Plans, Common Data Grids.



Program Highlights

- Northwest Evaluation Assessment (NWEA) allows for universal screening three times a year and provides specific guidance to teachers in how to best support students academically.
- The common data grids at the K-6 level ensures continuity of services and support for students and collaborative opportunities for buildings in how to best address student support.
- Three behavior interventionists available to serve students and staff in general, help develop building and personalized behavior intervention plans and monitor building and student progress.
- Continued professional development in the area of behavior management and support.
- Two ELL teachers to support students K-12 in language acquisition.



Previous Goals

- By the end of the 2015-2016 school year, 55% of ELL students will score proficient on the SRI.
 - 29% (new SRI lexile scale used in 15-16)
- By the end of the 2015-2016 school year, 85% of ELL students will improve their ACCESS English Proficiency test score.
 - 70% (new online testing format in 15-16)
- By the end of the 2015-2016 school year, the SRI half-year growth for middle school students will be in the moderate category (12-20 points).
 - Fall-794, Winter-787, Spring-833
- By the end of the 2015-2016 school year, the district average score on the PLC RTI rubric will be at a 2.5
 - District average score was 2.2



Ray-Pec Program Scorecard: Student Interventions

				SCORING CRITERIA										Raw Score
				Basic			Nearing Goal			Goal	Advanced			
	Measures	2014-2015	*2015-2016 & 2016-2017	1	2	3	4	5	6	7	8	9	10	
1	Percentage of ELL Students who improve their ACCESS English Proficiency test scores.	84.0%	*70.0%	55%	60%	65%	70%	75%	80%	85%	90%	95%	100%	4
2	Percentage of ELL Students who improve their percentile rank from fall to spring on NWEA Reading.	NA	TBD	55%	60%	65%	70%	75%	80%	85%	90%	95%	100%	
3	Percentage of students who spend less than 10 hours out of class. (Grades K-8)	96.1%	*98.4%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%	8
4	Percentage of students who spend 10+ hours out of class and achieve the predicted NWEA Reading RIT growth.	New Goal	47%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	4
5	Percentage of students who spend 10+ hours out of class and achieve the predicted NWEA Math RIT growth.	New Goal	47%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	4
7	Professional Learning Communities Rubric Score (Systematic Process for Intervention)	2.00	2.20	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00	3.25	3.50	4
	TOTAL SCORE			1	2	3	4	5	6	7	8	9	10	4.8



Future Goals

Goal 1: By Fall 2018, the district average score on the Professional Learning Communities Rubric (Systematic Process for Intervention) will be a 2.75.

Goal 2: By the end of the 2017-2018 school year, the percentage of students who spend 10+ hours out of class and achieve the predicted NWEA Math RIT growth will increase to 60%.

Goal 3: By the end of the 2017-2018 school year, the percentage of students who spend 10+ hours out of class and achieve the predicted NWEA Reading RIT growth will increase to 60%.



Opportunities for Improvement

- Further analysis of NWEA data as it becomes available.
- Continued training in Conscious Discipline and Trauma Sensitive Schools to support staff and students.
- Focused professional development with the ELL staff on how to best serve our ELL population.
- Continued focus on how to streamline and improve our RTI process as monitored by the PLC RTI rubric.
- Development/revision of intervention programming at the secondary level to better support students.



School Culture and Climate

Questions