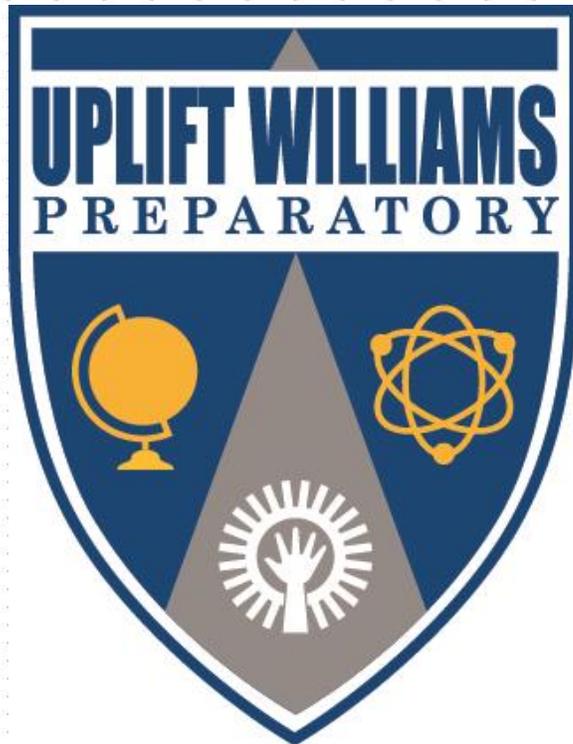


Intervention Period: The What and the Why

Please sit according to what type of intervention you are assigned to:

- Reading
- English
- Math
- Science

(If you are an intervention sub, Spanish teacher, or working with 12th grade for intervention, please sit in one section together)



Spring Data

- **Research Based:-Quintiles 4 and 5 = STAAR Met/Masters = 21+ on ACT**

Subject	%Not Passing	% Approaching	%Meets	%Masters
English 1	40%	9%	45%	5%
English 2	23%	25%	50%	1%
Biology	13%	31%	41%	15%
Algebra 1	25%	54%	15%	5%
US History	9%	30%	42%	19%

**Data represents Spring 2018 data; does not include retake data from summer

Discuss with your teammates: For your content area, what is one glow and one grow?

What are the implications for having a certain percentage of scholars not passing or only approaching standard (both long term and short term)?



Overall Scores

School	English	Math	Reading	Science
Grand HS	14.62	17.20	17.54	16.12
Hampton HS	10.94	14.80	14.80	14.97
Heights HS	10.24	14.54	13.97	13.91
Infinity HS	12.78	15.56	15.75	15.95
Luna HS	11.21	15.25	15.68	14.99
Mighty HS	11.31	14.99	14.71	14.76
North Hills HS	20.79	21.37	24.93	22.60
Peak HS	13.56	15.93	17.02	16.31
Summit HS	14.91	17.34	18.90	17.95
Williams HS	11.86	15.80	16.25	15.45
Uplift	13.28	16.39	17.18	16.47

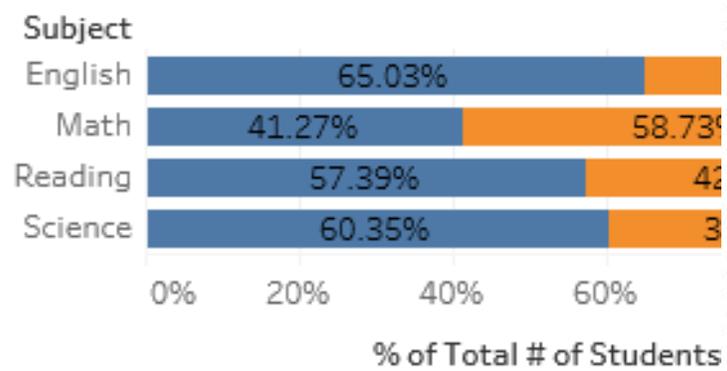
Overall Growth

School	English	Math	Reading	Science
Grand HS	3.48	1.75	2.25	1.55
Hampton HS	1.55	0.79	1.13	1.59
Heights HS	1.64	0.54	0.95	1.19
Infinity HS	2.45	1.16	1.27	2.05
Luna HS	3.10	1.65	2.77	2.59
Mighty HS	2.57	0.88	1.35	1.89
North Hills HS	4.09	2.32	3.35	3.63
Peak HS	3.48	1.27	2.77	2.70
Summit HS	3.58	2.00	1.79	2.48
Williams HS	1.77	1.02	2.31	1.99

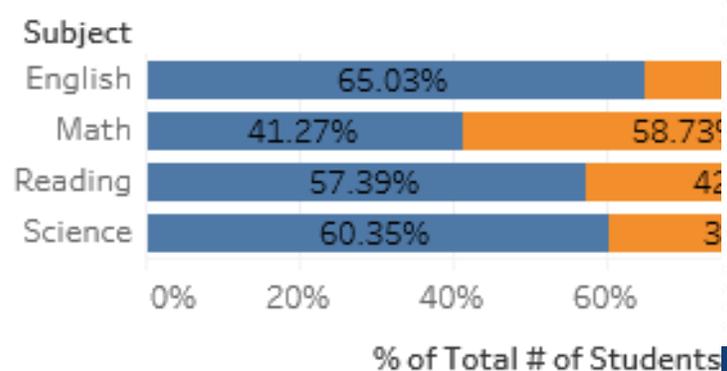
College Ready Scores

Subject	ACT	PreACT 9
English	18	14
Math	22	18
Reading	22	17
Science	23	19

Uplift Goal Attainment



Uplift Goal Attainment by School





Overall Scores

School	English	Math	Reading	Science
Grand HS	16.64	18.20	19.11	18.16
Hampton HS	14.24	16.11	17.04	16.26
Heights HS	12.24	15.97	16.13	15.89
Infinity HS	16.74	17.73	20.40	17.50
Luna HS	13.08	15.62	16.61	14.61
Mighty HS	13.91	15.54	16.33	15.84
North Hills HS	22.54	23.02	25.26	23.32
Peak HS	14.09	16.87	16.98	16.13
Summit HS	17.64	18.60	20.81	19.28
Williams HS	14.96	17.78	17.60	17.30
Uplift	15.66	17.68	18.73	17.55

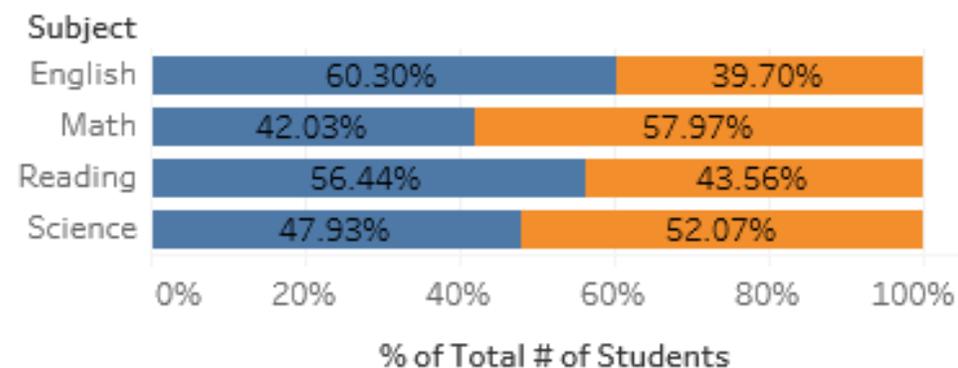
Overall Growth

School	English	Math	Reading	Science
Grand HS	3.09	1.61	2.03	2.16
Hampton HS	2.04	1.45	2.15	1.65
Heights HS	1.14	1.21	1.28	1.29
Infinity HS	2.14	1.28	2.50	0.56
Luna HS	1.33	0.64	1.58	0.26
Mighty HS	2.15	0.89	1.12	1.52
North Hills HS	2.26	2.38	2.03	1.73
Peak HS	2.38	1.39	1.94	1.23
Summit HS	1.42	1.38	1.89	1.20
Williams HS	1.57	1.12	1.05	1.06

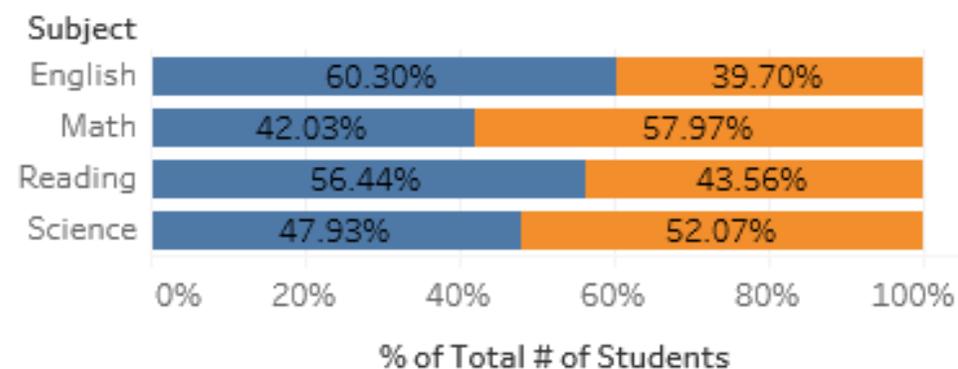
College Ready Scores

Subject	ACT	PreACT 9	PreACT 10
English	18	14	15
Math	22	18	19
Reading	22	17	20
Science	23	19	21

Uplift Goal Attainment



Uplift Goal Attainment by School





Overall Scores

School	English	Math	Reading	Science
Hampton HS	16.93	17.42	18.20	18.92
Heights HS	14.84	16.80	15.94	16.46
Infinity HS	17.08	17.10	17.38	18.19
Luna HS	15.81	17.82	17.25	17.91
Mighty HS	14.43	15.98	15.69	16.15
North Hills HS	25.80	25.28	26.57	25.53
Peak HS	17.47	17.94	18.40	18.30
Summit HS	19.90	20.04	21.12	21.65
Williams HS	20.05	19.10	19.40	18.74
Uplift	18.46	18.97	19.28	19.40

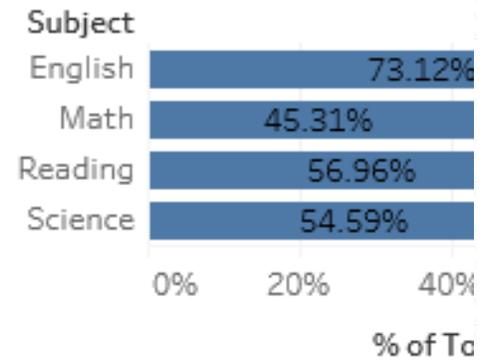
Overall Growth

School	English	Math	Reading	Science
Hampton HS	2.86	0.73	2.41	3.00
Heights HS	3.53	1.04	1.92	1.76
Infinity HS	2.02	0.33	0.91	1.34
Luna HS	3.53	2.01	2.18	2.29
Mighty HS	2.79	0.95	0.93	1.23
North Hills HS	2.50	1.26	2.81	1.58
Peak HS	2.85	1.14	2.27	2.09
Summit HS	2.38	0.73	1.62	1.73
Williams HS	4.58	1.60	2.35	0.86

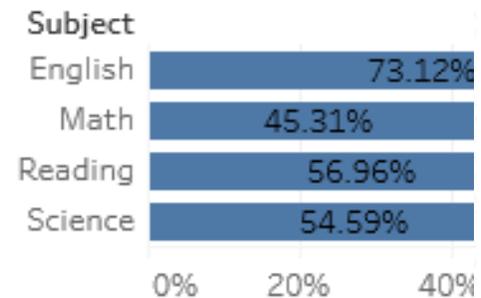
College Ready Scores

Subject	ACT
English	18
Math	22
Reading	22
Science	23

Uplift Goal Attainment



Uplift Goal Attainment



What is the purpose of intervention period?

- Discuss this in your groups. We will share out in 3 minutes.
- Purpose: To close knowledge and skill gaps that are impeding scholars from being successful on high-rigor content.
- In your groups, discuss how using intervention period to close gaps will help our scholars to be successful in DP. (Think about ATLs, Learner Profile Traits, Etc.)

Glows and Grows From Last Year

Glows	Grows
Teachers liked that they did not have to create their own materials	Teachers did not spend much time looking at materials before they executed the lessons
We collected a lot of data.	We didn't really use the data.
Teachers liked having SILT members to help them with teaching, gap tracking, and data tracking	There were often idle periods where the scholars were unsure as to what to do; If the teacher was gone, the SILT member often didn't know how to continue without them (and sub plans were often not left).
Content was focused on closing knowledge and skill gaps.	Teachers felt that some of the material was too cumbersome, which made it difficult to teach.
11 th graders (and teachers) were invested in intervention material.	Many 9 th and 10 th graders (and teachers) had a hard time being invested because "the test" seemed so far away.

How Will We Fix This?

Grows	Fix
<p>Teachers did not spend much time looking at materials before they executed the lessons</p>	<p>We will be building time into PLCs to have the writers of the curriculum preview the material with you and answer any questions you have (part of data protocol every other week).</p>
<p>We didn't really use the data.</p>	<p>We will be looking at the data and using it to plan for intervention every other week in PLCs.</p>
<p>There were often idle periods where the scholars were unsure as to what to do; If the teacher was gone, the SILT member often didn't know how to continue without them (and sub plans were often not left).</p>	<p>Scholars will be in charge of attendance, ensuring trackers are updated, and entering points into HERO. ***** Discuss with the scholar where you keep the bins and the copies.</p>
<p>Teachers felt that some of the material was too cumbersome, which made it difficult to teach.</p>	<p>Math is switching to IXL; English is focusing on just parts of speech; Reading is focusing on a few key skills; Science is focusing on learning and applying the steps to solve different question types</p>
<p>Many 9th and 10th graders (and teachers) had a hard time being invested because "the test" seemed so far away.</p>	<p>Hero points! Student testimonial video. Focus is less on test prep (for the most part) and more</p>

Intervention Expectations for ALL

- Follow the materials given to you
- Read and internalize materials BEFORE execution
- Differentiate for each group by giving more direct instruction and/or small group and one-on-one support as needed
 - This means that for some groups, lessons will last more than one class period and for others you might get through a full lesson + some in one class period
- At the end of each lesson (not necessarily class period), give all scholars the lesson assessment using the All-In-Learning web-based program (or IXL or vocabulary.com); have them data track

Intervention Expectations for ALL

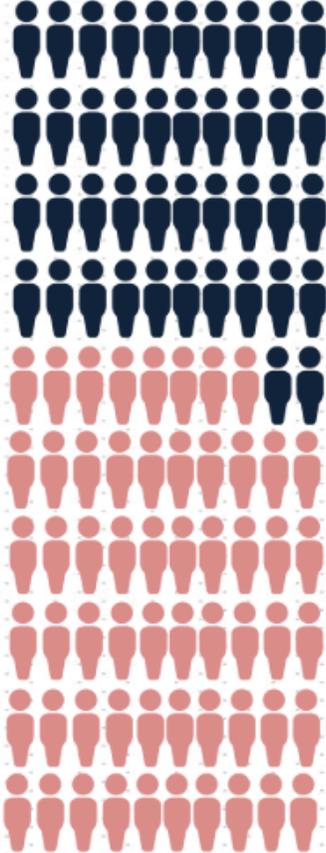
- Ensure that SILT members are checking to see that scholars are updating their trackers and that SILT members are entering data into HERO
- Communicate with SILT member in order to decide how to use both yours and his traits
- Participate in PLC Data-Dives and tweak execution/speed as needed
- No checking emails, no lesson planning, no grading. Please be fully present. If you are at your desk, it should either be because you are checking on scholar work via your computer

IXL Expectations

- Actively looking for the scholars who need help and intervening
- Actively monitoring and walking around (Don't be at your desk for more than 3 minutes at a time)
- Looking at questions to go over with scholars
- Ensuring SILT members also are helping scholars who are stuck
- Use data you collect to inform both classroom and intervention instruction
 - Maybe do a mini lesson in intervention based on the questions they are getting wrong
 - Maybe have a SILT scholar specifically work with scholars who are continuously stuck on one topic

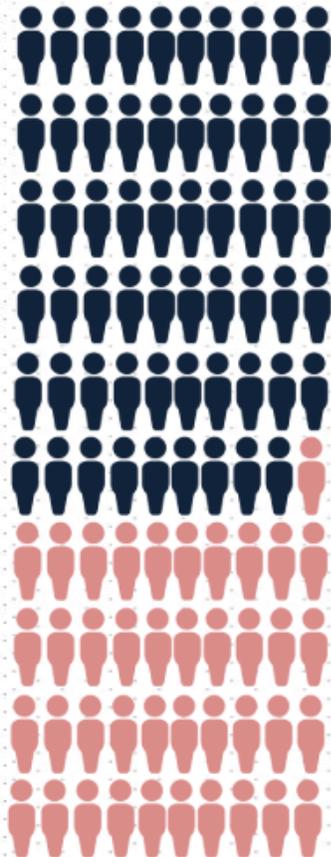
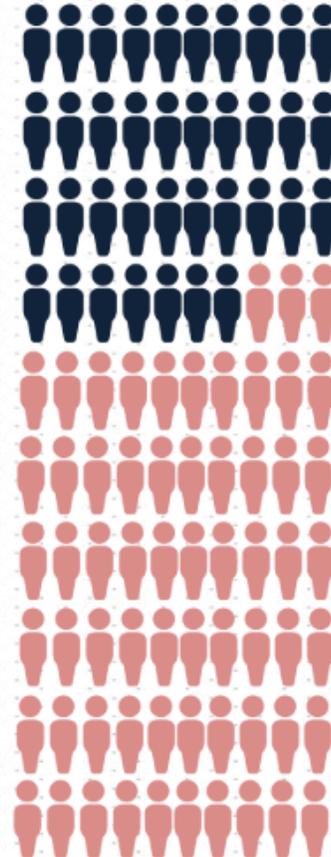
Where is the class now?

What is our Target?

	Class average	Overall National Average	Target Average	Overall National Average
TEST #1 ENGLISH	<p>15/36</p> 	<p>71% score higher than 15</p> <p><u>Behind</u></p> <p><u>1,448,992</u> of 2,030,038 students</p>	<p>21/36</p> 	<p>42% score higher than 21</p> <p><u>Behind</u></p> <p><u>844,530</u> of 2,030,038 students</p>

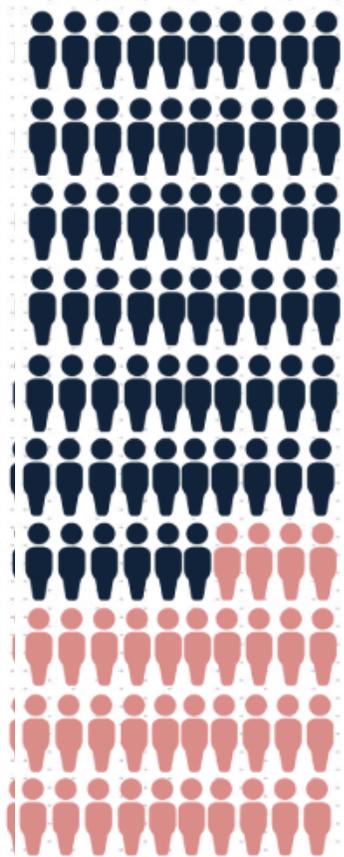
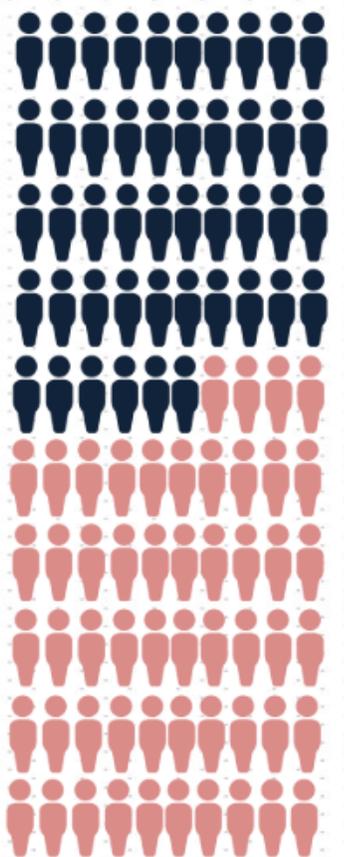
Where is the class now?

What is our Target?

	Class average	Overall National Average	Target Average	Overall National Average
TEST #2 MATH	<p>17.5/36</p> 	<p>59% score higher than 17.5</p> <p><u>Behind</u> <u>1,197,722</u> of <u>2,030,038</u> students</p>	<p>22/36</p> 	<p>37% score higher than 22</p> <p><u>Behind</u> <u>751,114</u> of <u>2,030,038</u> students</p>

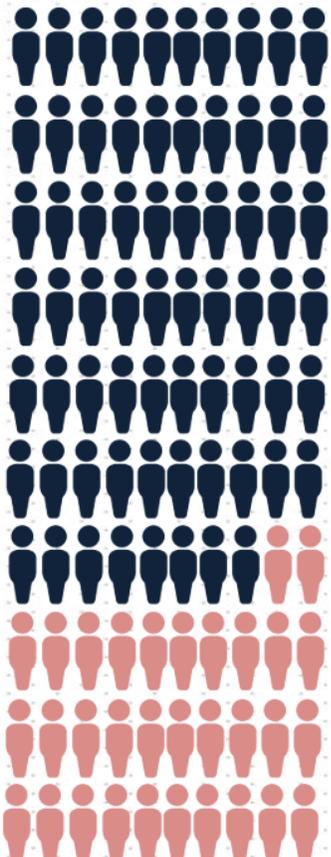
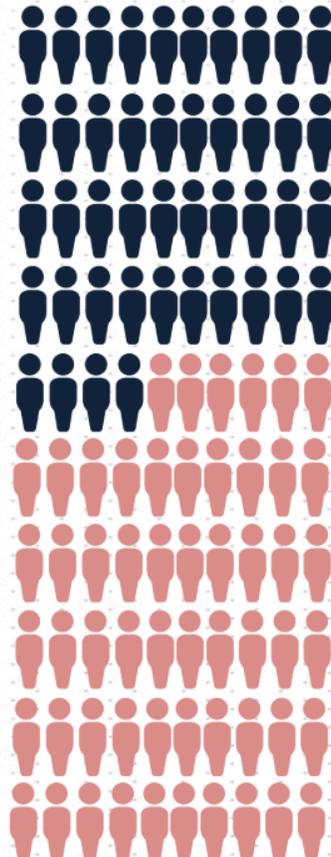
Where is the class now?

What is our Target?

	Class average	Overall National Average	Target Average	Overall National Average
TEST #3 READING	17.4/36		21/36	
		<p>66% score higher than 17.4</p> <p><u>Behind</u> <u>1,339,825</u> of <u>2,030,038</u> students</p>		<p>46% score higher than 21</p> <p><u>Behind</u> <u>933,817</u> of <u>2,030,038</u> students</p>

Where is the class now?

What is our Target?

	Class average	Overall National Average	Target Average	Overall National Average
TEST #4 SCIENCE	<p>17/36</p> 	<p>68% score higher than 17</p> <p><u>Behind</u></p> <p><u>1,380,425</u> of 2,030,038 students</p>	<p>21/36</p> 	<p>44% score higher than 21</p> <p><u>Behind</u></p> <p><u>893,216</u> of 2,030,038 students</p>



ACT Scores and GPA



ACT/GPA	28-36	24-28	20-24	18-19	16-17	11-15
3.75-4.0	Tier I	Tier II	Tier II	Tier III	Tier III	Tier III
3.5-3.75	Tier II	Tier II	Tier III	Tier III	Tier III	Tier IV
3.0-3.4	Tier II	Tier III	Tier III	Tier IV	Tier IV	Tier IV
2.5-2.9	Tier III	Tier IV	Tier IV	Tier IV	Tier V	Tier V
2.0-2.4	Tier IV	Tier IV	Tier IV	Tier V	Tier V	Tier V
1.0-1.9	Tier IV	Tier IV	Tier V	Tier V	Tier V	Tier V
0-.9	Tier V					

90% 



75% 

65% 



55% 



30% 



Brookhaven College
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

You can go up a maximum of 1 Tier in a year (typically). Most of our scholars need 6+ points to go up to the next tier.

High gains by tutoring group

5 points

6 points

4 points

7 points

8 points

Community college →



UNT →

UNIVERSITY OF NORTH TEXAS



UNT →

UNIVERSITY OF NORTH TEXAS



All In Learning

- NO MORE LIGHTING ISSUES
- NO MORE CELL BUG ISSUES
- NO MORE SCANTRONS

YAY for one-to-one!

Break Out



Understanding the impact of GPA

“Not if, but where?”

In your table groups, discuss the following statements and post a sticky-note accordingly:

- Our freshmen understand how GPA is calculated
- Our seniors understand that by senior year, it is much more difficult to make large gains in your GPA than it is in freshman or sophomore year
- Our scholars have realistic goals when it comes to picking colleges that align to their GPA and ACT scores
- Our scholars know how to set short term goals in order to improve their grades and ACT scores

Discuss in your table groups:

- How does teaching scholars to be cognizant of their GPA relate to the Approaches to Learning:
 - Thinking Skills
 - Communication Skills
 - Social Skills
 - Self-management Skills
 - Research Skills
- As an IB school, why is it important that we build conversations around GPA/test scores into our monthly rhythm?

Wrap It Up:

- Grade level will decide which class this best fits into
- Will occur every 3 weeks (when grades are stored)
- This will not be a useful tool if your grade book is not updated; keep on top of it!