

Starfish Story: A Teacher's Influence



RtI Presentation

January 28, 2019



Our 2018-2021 School Goals

Goal 1

- **Strengthen student achievement, especially in our significant subgroups, by implementing practices to increase the percentage of students earning A, B, and C grades, with a focus on high academic standards and rigor.**

Goal 2

- **Maximize student learning by increasing student engagement in our significant subgroups as reflected by lowering retakes and increasing enrollment in advanced courses, as well as participation in extracurricular activities.**

Goal 3

- **Increase the number of students who are college/career prepared.**

Goal 1: Strengthen student achievement, especially in our significant subgroups, by implementing practices to increase the percentage of students earning A, B, and C grades, with a focus on high academic standards and rigor.

2017-18 Semester 1						
Subgroup	Student Population	% of Student Population	Students Earning only A, B, C Grades	Students with a D or F Grade	% of Subgroup Earning only A,B,C Grades	% of Subgroup with a D or F Grade
Black or African American	297	11.45%	140	157	47.14%	52.86%
Identify as Hispanic	1140	43.93%	600	540	52.63%	47.37%
White	879	33.87%	580	299	65.98%	34.02%
SED	1099	42.35%	562	537	51.14%	48.86%
Total Student Population	2595		1519	1076	58.54%	41.46%

2018-19 Semester 1						
Subgroup	Student Population	% of Student Population	Students Earning only A, B, C Grades	Students with a D or F Grade	% of Subgroup Earning only A,B,C Grades	% of Subgroup with a D or F Grade
Black or African American	296	11.50%	127	169	42.91%	57.09%
Identify as Hispanic	1153	44.81%	619	534	53.69%	46.31%
White	842	32.72%	547	295	64.96%	35.04%
SED	1040	40.42%	532	508	51.15%	48.85%
Total Student Population	2573	100.00%	1512	1061	58.76%	41.24%

Growth Target:
 Increase the number of African American students, Hispanic students, and SED students earning only A, B, and C grades by 3%.

← Only showed 0.22% growth

Goal 2: Maximize student learning by increasing student engagement in our significant subgroups as reflected by lowering retakes and increasing enrollment in advanced courses, as well as participation in extracurricular activities.

Growth Target: Increase the number of students who are present and on time by 10%.

2017-2018 Semester 1:

- % of subgroup with 1 or more truancy = 81.54%
- % of subgroup with 1 or more tardy = 74.84%

2018-2019 Semester 1:

- ☆ • % of subgroup with 1 or more truancy = 67.59% (*increase of students present by 13.95%*)
- % of subgroup with 1 or more tardy = 74.74% (*increase of students on-time by .1%*)

Goal 3: Increase the number of students who are college/career prepared.

Growth Target: Increase the percent of students who are UC/CSU eligible by 3%.

- 2016-2017: 41% of graduates are UC/CSU eligible
- 2017-2018: 44.5% of graduates are UC/CSU eligible
- 2018-2019: *projected* 42.1% CSU eligible and 38.2% UC eligible

Dashboard Results for 2018

Key:

Lowest Performance



Red



Orange



Yellow



Green



Blue

Highest Performance

English Language Arts

All Students

State



Orange

13.6 points below standard

Declined -37.7 Points Ⓢ

Mathematics

All Students

State



Orange

88.4 points below standard

Declined -11.4 Points Ⓢ

Graduation Rate

All Students

State



Blue

97.1% graduated

Maintained -0.9%

College/Career

All Students

State



Orange

46.8% prepared

Declined -2% Ⓢ

As a District, we are currently in Differentiated Assistance. Freedom must show growth to avoid being a Targeted Assistance school next year.

Dashboard Implications

Freedom High School Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Performance				
			Graduation Rate	College/Career	English Language	Arts	Mathematics
All Students	None	Green	Blue	Orange	Orange	Orange	Orange
English Learners	None	Orange	Yellow	Yellow	Red	Red	Red
Foster Youth	None	None	None	None	None	None	None
Homeless	None	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Yellow	Blue	Yellow	Orange	Orange	Orange
Students with Disabilities	None	Yellow	Orange	Red	Red	Red	Red
African American	None	Yellow	Blue	Orange	Red	Red	Red
American Indian or Alaska Native	None	None	None	None	None	None	None
Asian	None	Orange	None	None	None	None	None
Filipino	None	Green	Blue	Yellow	Green	Green	Green
Hispanic	None	Green	Blue	Yellow	Orange	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None	None
White	None	Green	Blue	Orange	Orange	Orange	Orange
Two or More Races	None	Yellow	None	None	None	None	None



Note: 30 or more students = a student group

↑
3rd-8th grade

↑
All grades

↑
12th grade





















↑
12th grade

↑
11th grade
(counts as one metric)

Freedom High School Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Green	Blue	Orange	Orange	Orange
English Learners	None	Orange	Yellow	Yellow	Red	Red
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Yellow	Blue	Yellow	Orange	Orange
Students with Disabilities	None	Yellow	Orange	Red	Red	Red
African American	None	Yellow	Blue	Orange	Red	Red
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	Orange	None	None	None	None
Filipino	None	Green	Blue	Yellow	Green	Green
Hispanic	None	Green	Blue	Yellow	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Green	Blue	Orange	Orange	Orange
Two or More Races	None	Yellow	None	None	None	None

The College/Career measure shows how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state measure, high school graduates must meet at least one of the criteria in the Prepared level.

PREPARED	APPROACHING PREPARED	NOT PREPARED
<ul style="list-style-type: none">  Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics  Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams  International Baccalaureate (IB) Exams: Score of 4 or higher on two IB exams  College Credit Courses: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded  State Seal of Biliteracy (SSB): SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments  Leadership/Military Science: Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 "Standard Nearly Met" or higher in other subject area  University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below  Career Technical Education (CTE) Pathway: Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below 	<ul style="list-style-type: none">  Smarter Balanced Summative Assessments: Score of Level 2 "Standard Nearly Met" on both ELA and mathematics  College Credit Courses: One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded  UC and CSU a-g requirements: Complete a-g course requirements with a grade of C- or better  CTE Pathway: Pathway completion with a grade of C- or better in the capstone course  Leadership/Military Science: Two years of Leadership/Military Science 	<p style="text-align: center;">Did not meet any of the measures or did not graduate.</p>
<p>Additional Criteria</p> <ul style="list-style-type: none">  Smarter Balanced Summative Assessment Scores: <ul style="list-style-type: none"> • Level 3 or higher on ELA and at least a Level 2 in mathematics, or • Level 3 or higher on mathematics and at least a Level 2 in ELA  One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects  Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)  Completion of CTE Pathway (for a-g requirement only) 	<p>Criteria Key</p> <ul style="list-style-type: none">  Assessment  Coursework 	

Our Message

Cs or better = success
after graduation



**Response to
Intervention
Tier 1**

Posting Learning
objective &
target

Raffle tickets

**Student
achievement**

Equity sticks

Call backs

Grouping
students

Focused Falcon
Thursday

Exit tickets

Checks for
understanding

Planners

Intervention
strategies

Phone calls home

One-on-one
conferencing

Gradebook
Assignment
Reports

Engagement
strategies

Connecting our use of Interventions and Engagement Strategies to our 5 Driving Questions of a Professional Learning Community

1. What is it we want students to learn?
2. How will we set them up for success?
3. How will we know if each student has learned it?
- 4. How will we respond when some students do not learn it?**
5. How can we extend and enrich the learning for students who have demonstrated proficiency?

Tier 2 – RtI Monitoring Sheet

RtI Monitoring Sheet

Directions: This form is to be used to document and monitor implementation of targeted engagement and intervention strategies.

Students	Dates					Individual Student Action Taken/Notes
	/	/	/	/	/	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
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16						
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18						
19						
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21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
<i>Engagement and intervention strategies for targeted students:</i>	1.	2.	3.	4.	5.	<i>Assessment Results:</i>

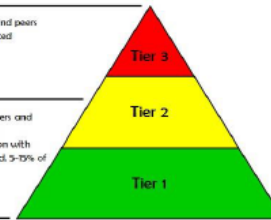
RtI Intervention and Engagement Strategies

Academic	Behavior
<input type="checkbox"/> Modify materials/strategies <input type="checkbox"/> Re-teach in small group or one-on-one <input type="checkbox"/> Extended time for assignments/assessments <input type="checkbox"/> Shortened assignments <input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Provide notes/outlines <input type="checkbox"/> Modify testing format <input type="checkbox"/> Segment/chunk assignment <input type="checkbox"/> Frequent checks for understanding <input type="checkbox"/> Sign/check planner <input type="checkbox"/> Review assessments one-on-one <input type="checkbox"/> Call on students each class period <input type="checkbox"/> Allow resubmission, test corrections on formative assessments <input type="checkbox"/> Offer test taking skills & strategies practice <input type="checkbox"/> Set goals for students <input type="checkbox"/> Provide one-on-one help with particular assignments or homework questions <input type="checkbox"/> Contact family to discuss academic progress <input type="checkbox"/> Collaborate with case manager, if student has one <input type="checkbox"/> Use modeling throughout the lesson <input type="checkbox"/> Email Aeries "Gradebook Assignments by Student" Report to family and student	<input type="checkbox"/> Recognize positive behavior <input type="checkbox"/> Give positive praise <input type="checkbox"/> Use consistent transition cues or call backs <input type="checkbox"/> Emphasize student's strengths <input type="checkbox"/> Make positive phone calls home <input type="checkbox"/> Give feedback <input type="checkbox"/> Ignore negative behaviors when appropriate (pick your battles) <input type="checkbox"/> Share successes with your colleagues <input type="checkbox"/> Provide opportunities for more responsibility <input type="checkbox"/> Use visual cues <input type="checkbox"/> Maintain regular home-school communication <input type="checkbox"/> Model, practice, and praise behavior expectations <input type="checkbox"/> Collaborate with student's Assistant Principal <input type="checkbox"/> Collaborate with case manager if student has one <input type="checkbox"/> Offer positive behavior strategies <input type="checkbox"/> Hold parent meeting to discuss behavior interventions and progress <input type="checkbox"/> Be flexible <input type="checkbox"/> Use proximity
Classroom Environment	Relationship Building
<input type="checkbox"/> Post classroom rules/expectations <input type="checkbox"/> Modify seating arrangement <input type="checkbox"/> Provide physical movement <input type="checkbox"/> Visible learning objective, target, and agenda <input type="checkbox"/> Clarify learning target throughout the period <input type="checkbox"/> Post student work <input type="checkbox"/> Implement small group learning activities <input type="checkbox"/> Use a Word Wall for academic vocabulary terms <input type="checkbox"/> Arrange classroom to foster a positive learning environment	<input type="checkbox"/> Monitor grade reflections and discuss frequently <input type="checkbox"/> Frequent check-ins <input type="checkbox"/> Connect with student's interest <input type="checkbox"/> Regular contact with parents for both positive and challenge-solving purposes <input type="checkbox"/> Allow students to share and demonstrate <input type="checkbox"/> Attend school events to make outside of class connections <input type="checkbox"/> Know the students' interests <input type="checkbox"/> Relate to the students - use appropriate, relevant examples <input type="checkbox"/> Pay attention to and respect their nonverbal behavior <input type="checkbox"/> Always look for something positive in the student <input type="checkbox"/> Be sincere <input type="checkbox"/> Attend 504/IEP meetings <input type="checkbox"/> Make positive phone calls home <input type="checkbox"/> Give positive praise

Tier 3
Students lag 1 or more years behind peers and require intensive individualized intervention. 1-5% of students.

Tier 2
Students lag well behind their peers and require some form of additional intervention. Strategic intervention with smaller groups of students needed. 5-15% of students.

Tier 1
Students learn at roughly grade level or above. Classroom instructions based on research based strategies. 80-90% of students.



Response to Intervention



More interventions can be found at: <https://www.pbisworld.com/>

MODEL

RtI Monitoring Sheet

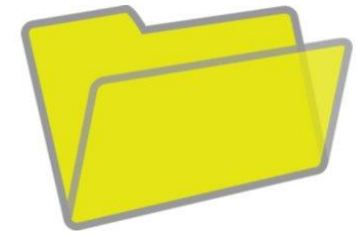
Directions: This form is to be used to document and monitor implementation of targeted engagement and intervention strategies.

Students	Dates	Individual Student Action Taken/Notes:							
		4/11	4/12	4/13	4/14	4/15	4/16	4/17	4/18
1 Michael D.	1 st	✓	✓		✓				
2 Gustavo L.	1 st	✓	✓		✓				
3 Kaylie L.	1 st	✓			✓	✓			moved seat; improved behavior
4 Devin N.	2 nd	✓							
5 Lilianna R.	3 rd	✓					✓		showing progress; shared with parent
6 Cayla T.	3 rd	✓	✓						
7 Olivia F.	5 th	✓	✓						
8 Christian L.	5 th	✓							
9 Elijah R.	5 th	✓							
10 Cristian F.	7 th	✓		✓					
11 Israel M.	7 th	✓		✓					missing essay; working 1-on-1 with him
12 Jaymes T.	7 th	✓		✓			✓		positive growth on last assessment
13 Elisabeth W.	7 th	✓		✓			✓		
14 Teresa B.	8 th	✓		✓					
15 Ashley L.	8 th	✓		✓					
16 Haley S.	8 th	✓		A					absent; need to check-in
17									
18									
19									
20									
21									
22									
23									
24									
25									
Engagement and intervention strategies for targeted students:		1. Emailed Gradebook Report 2. Used Proximity 3. Signed Planner 4. Check for Understanding 5. Positive Call Home 6. 7. 8.							

RtI Monitoring Tool – model



Next Steps



January 30th – PDD:

All teachers and counselors will receive a yellow folder with the RtI Monitoring Sheet and a model for how to document and monitor Tier 2 intervention and engagement strategies. The RtI Monitoring Sheet can also be found on our school's website under the "Teacher Resource" section.

Teachers and counselors will bring information with them to PDD to help them fill out the monitoring sheet. Select approximately 3-4 students per period to begin the process of implementing and monitoring Tier 2 interventions.

February 13th – PDD:

Teachers and counselors will bring their yellow folders with them to PDD to share with their teams about the intervention and engagement strategies they've used to help support their targeted students.

Coming early February:

"Pre-Referral" tab in Aeries will be opened for teachers to use to document the interventions. More information and training to come about using the "Pre-Referral" tab in Aeries.