

HPS Intervention

2015-2016

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Goals of Presentation

Tiered Support System

- Help that students receive when struggling in reading or math
- Interventions

Instructional Support Teams (IST)

- Building Teams
- District Team

Our Fundamental Purpose

The fundamental purpose of the Haverhill Public Schools is ensuring high levels of learning for **ALL** students. Therefore we will do whatever it takes to bring **ALL** students to their full potential.

Overarching Strategic Objectives

- Develop a **tiered support system** that ensures opportunity, access and equity for ALL
- Develop a **district culture** of learning and growth for ALL

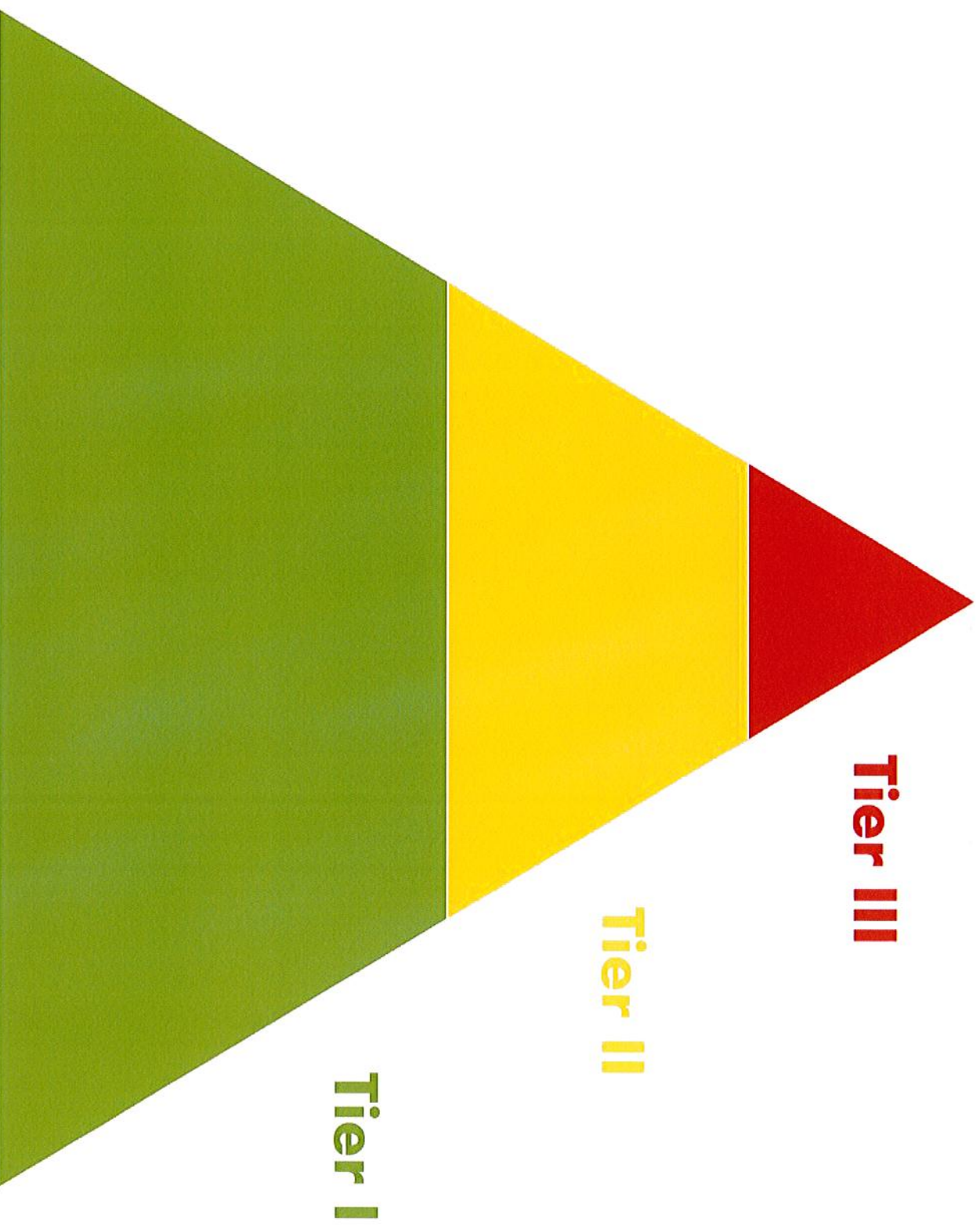


What is RTI?

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs.



Comprehensive Tiered Support System





What is Instructional Support Team (IST)?

The main function of the Instructional Support Team (IST) process is to ensure consistent and timely referrals of students who are not meeting general education benchmarks.

The district IST committee's intent is to simplify navigation and make the process more meaningful for all involved.



Special Education Referrals

- IST cannot be a barrier or road block to Special Education
- Evidence must be provided to prove that prior interventions have been implemented and assessed
- However, guardians have a right to request that their child be evaluated for Special Education services at anytime



DART Districts

-Comparable Districts Overview-

*Districts most similar to your district in terms of grades span, total enrollment, and special populations.

Orange-Shaded row: Your district. Blue-Shaded row: Highest performing of the other 10 districts (based on 2014 data).

District Name	2014-15 October Enrollment				2015 MCAS % Proficient or Higher			2015 Median Student Growth Percentile	
	Total Enrollment #	Low Income % (2014)	SWD %	ELL %	ELA %	Math %	Science %	ELA	Math
Cambridge*	6,539	45.4	20.5	8.2	71%	63%	55%	54.0	50.0
Chicopee*	7,841	62.8	18.5	4.6			39%		
Fall River*	10,246	78.3	19.1	7.8	51%	44%	36%	50.0	54.0
Haverhill*	7,240	57.5	21.5	7.3			38%		
Leominster*	6,096	47.5	20.1	5.6			48%		
New Bedford*	12,565	75.6	21.9	10.8			23%		
Pittsfield*	5,744	55.7	19.4	4.4			39%		
Salem*	4,199	59.7	21.5	12.1	55%	48%	39%	50.0	53.0
Somerville*	4,987	66.9	21.0	17.4	60%	53%	51%	56.0	60.5
Taunton*	7,910	49.9	19.0	3.3			36%		
West Springfield*	3,977	55.0	20.1	8.1			52%		



Early Intervention

“...early intervention is more powerful and cost-effective than intervention during adolescence.” Putnam, pg. 111

Policies to consider:

- free all day K
- free all day Pre K for our neediest students



FTE per 100 Students

School	Grade Levels	Enrollment	Interventionist FTE	FTE per 100 Students
Moody	age 3-4	206		to 1
Bartlett	K	154	0	0 to 1
Crowell	K	133	0	0 to 1
Walnut Square	K-2	161	0	0 to 1
Greenleaf	K-2	255	0.5	510 to 1
Bradford		645	1.6	403 to 1
Tilton	Grades 1-4	519	4.25	122 to 1
PLS	Grades K-4	515	4.5	114 to 1
Golden Hill	Grades 1-4	519	2	258 to 1
SHHMCS	Grades K-5			to 1
Consentino	Grades 1-8	997	1.8	554 to 1
Nettle	Grades 5-8	495	0.3	0 to 1
Hunking	Grade 6-8	433	0	0 to 1
Whittier	Grades 5-8	496	0	0 to 1
HHS	Grades 9-12	1827		to 1



Anticipated Shifts in Practice

School	Total School Enrollment	IST (STAT) Referrals	Reason for Referral			Outcome
Tilton	# of students	# of cases	Acad. Only	Behavioral Only	Acad. & Beh	# Referred to Spec. Edu.
FY16 (as of 2/9/16)	519	49	41	3	5	12 (6 were carry overs from FY15)
FY15	560	23	breakdown unknown			8



Important Data Notice

District	Total District Enrollment	Spec. Edu. Referrals	Initial Meetings	Outcome		Referral Rate
HPS	# of students	# of cases	# of meetings held	Findings	Non-Findings	%
FY16	8,024*	191	191	94	97	49.20%
FY15	7,832	538	469	262	207	55.86%

District Goals 2015-2016

District Culture -

All staff members employed by Haverhill Public Schools as of August 31, 2015 who completed the growth mindset self-assessment will demonstrate measurable progress in accepting feedback and criticism (specificity of goal determined by 218 responders of the above mentioned self-assessment in September 2015) from a fixed mindset toward a [growth mindset](#) as measured by the [Effective Effort Rubric](#) by June 2016.



District Goals

2015-2016

Tiered Support System -

All students enrolled in grades K-8, as of October 15, 2015, will demonstrate sufficient growth in narrative writing by June 2016 as outlined below and measured by the Rubric for Narrative Writing.

Grade Level	Baseline Assessment September 2015	Sufficient Growth June 2016
K-8	1 level below, on or above Grade level	minimum of 1 grade level indicator
K-8	2 or more levels below grade level expectation	minimum of 2 grade level indicators



How does it all fit together?

Strategic Plan

District Goals

School Improvement Plans

Building Goals

Grade Team Goals

**Individual Teacher
Goals**

Student Goals

What we covered tonight:

The types of intervention our students receive in the areas of reading and math before they are referred to special education.

Intervention and referral data pertaining to our current system of student support.

The operation and function of our Instructional Support Teams (IST)

- Building Teams
- District Team



Questions?

