

RURAL DROPOUT PREVENTION AND RECOVERY WEBINAR SERIES

WEBINAR TWO



RESPONSE-TO-INTERVENTION/ENRICHMENT (RTIE) FEATURED TIER ONE INTERVENTION STRATEGY

WHERE IT'S HAPPENING

Oberlin High is a grade 7-12 school located in Allen Parish, Louisiana. The student body is composed of roughly 300 students with 64% of these students eligible for the federal free/reduced meal program. The students of color rate is 46.8% and 5.4% of the student body is classified as students with disabilities. The school-wide attendance rate for 2011 was 95% and the 2010 graduation cohort graduation rate was 91.8%. Oberlin High was graded a "B" school according to the 2010-2011 Louisiana State Department of Education School Performance Scores. Their Growth Label increased from Minimal Academic Growth in 2008 to Exemplary Academic Growth in 2011, indicating they met all of their growth targets.

WHY IT WAS STARTED

Oberlin High began their Response-to-Intervention/Enrichment (RTIE) process in the 2008-2009 school year. Larry Alexander, Oberlin High principal, created the process to address several academic concerns. The primary purpose of the process was to decrease retention rates by identifying struggling students and providing support and services to assist these students in meeting their academic goals, while also elevating the levels of academic success of high-performing students.

WHAT IT LOOKS LIKE

RTIE is a 25-minute period built into the Master Schedule to ensure that all students are provided with daily opportunities to reach high standards. In Intervention class, core teachers have the opportunity to work with students on an individualized basis, focusing on specific skills and areas of weaknesses in a particular subject area. All students attend either an Intervention or an Enrichment class. Students are assigned to Intervention class on a daily basis as needed and attend Enrichment classes when they don't need additional core support. Students flow in and out of intervention and enrichment in a very organic way. All students participate during this dedicated time so no students are clearly singled out for remediation; this creates a school culture where getting extra help or learning something new beyond core coursework is an expectation held for all students.

WHO IS SERVED

All students participate in an enrichment or intervention class each day.

HOW IT WORKS

Each day, during the RTIE period students report to the Enrichment class they selected at the beginning of the year unless they are assigned to Intervention class. The Enrichment class is a non-graded class taught by non-core faculty that is designed to engage the student in fun, learning-rich activities. Some Enrichment classes include: football or basketball coaching methods, parliamentary procedures, livestock evaluation, newspaper, book club, cheerleading, scrapbooking, drama, needlepoint, photography, board games.

Teachers notify students who are instead scheduled for intervention during the student's class period through verbal or written communication. Students are assigned to the intervention class to receive additional academic support for the following reasons:

- poor performance on a test, class work, homework, or other assignments;
- make up missed test, class work, homework, or other assignments;
- re-teaching or review of content;
- individual tutoring for specific skills;
- enhancing regular class instruction for advanced students;
- any other acceptable academic reason.

Each core teacher is required to assign a minimum of five students to their Intervention class. A "Priority Day" system is implemented in case a student is assigned to Intervention class by more than one teacher. An example of a "Priority Day" schedule is: Monday (English); Tuesday (Math); Wednesday (Science); Thursday (Social Studies); and Friday (Foreign Language). Each teacher is responsible for entering his/her Intervention class roster in a shared, date-specific Google.doc. As a web-based document, all faculty members have access to the Google.doc so students are easily tracked. This shared doc serves as the official attendance record where all students are accounted for.

HOW IT'S FUNDED

Leveraging the regular school day, adjusting the schedule and using core teachers makes this a very efficient strategy. Implementing this intervention requires no additional costs.

WHY IT WORKS IN A RURAL COMMUNITY

Adding a time for academic support during the school day ensures that transportation issues do not prevent students from receiving needed help which may previously have been provided after regular school hours.

CHALLENGES

- All faculty members need to be attentive to attendance and not allow movement in halls during RTIE to ensure students do not discover loopholes in the system.
- The faculty must be willing to be flexible and adapt to situations that occur.
- Leadership must clearly communicate the purpose and set expectations that the period should only be used for academic support and not for class preparation or merely to visit with students.
- Students may skip intervention class, in which case there must be a discipline measure.

SUCSESSES

- Dropout rates decreased from 2.6% in 2008 to 2.0% in 2011 at Oberlin High.
- Whole-school student retention rate decreased from 4.3% in 2008 to 3.2% in 2011.
- Percent Proficient on State Assessments increased across all grades and subject areas, except for one, from 2008 to 2011.