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AGENDA

- ❑ Weekly Bulletin Example
- ❑ Truancy Policy
- ❑ What is RTI?
- ❑ Indicators for Tier 1 (Flagged Scholars)
- ❑ Tiers Spreadsheet Example
- ❑ Questions

Weekly Bulletin Examples



October's Theme—Haywire Scholars

Week Four: What can I do if a scholar logs in but doesn't complete work?

DEVELOP A RELATIONSHIP WITH ALL SCHOLARS IN YOUR HOMEROOM!

- Catch them when you see they are online and **start a chat!**
- Have them message you back in SM by telling you what they like to do for fun, what their favorite subject is, something unique about them, etc. This will be an ice-breaker that will soon become the bond between you and your scholars(s).
- Then, state that you've seen that they logged in but haven't submitted work—**find out the reason** and remember to project SUPPORT. Remind them you are there to help and want to see them succeed.
- Provide suggestions when they give you an answer, "I'm distracted"
 - Solution: Set up a work station and turn off all electronics
 - Take breaks every 2 hours or so and get in physical activity and food (food is fuel) in the meantime

*The scholar may then feel more apt to submit work because they know someone is "watching" them...

DID YOU KNOW?



Attrition rates for classes taught through distance education are 10-20% higher than classes taught in a face-to-face setting. Educators should engage scholars early and often, using different learning strategies customized to the class content and the scholars' pre-existing knowledge. The goal for the HR teacher is to develop relationships with the scholars so they feel comfortable in the environment. The teacher should facilitate learner-learner integration and collaboration so that they will learn from one another and expand their knowledge base together.

REMINDER FOR HOMEROOM TEACHERS--

- i-Ready- please ensure your scholars have completed the initial iReady diagnostic tests. We have extended the deadline to 10/14/17, but our goal is to have all scholars complete both assessments by Friday.
- Learning Labs- don't forget to remind your scholars to attend Learning Labs! If a scholar absolutely cannot attend then live (because their schedule doesn't allow for it) remind them to watch the recording! However, have the conversation with families and state how important it is to attend then live to develop social skills and relationships with classmates and teachers.
- Reinforce coursework deadlines- all scholars should be focusing on completing and submitting work on time.

STAY TUNED...

for more information next week!



October's Theme—Haywire Scholars

WEEK SIX

5 Tips and Tricks to Actually Get Your Scholars to Complete Work

- Over Communicate:** post clear directions in courses, email, call, text, be in constant communication with LC's and scholars so your expectations for completing work is easily accessible. Never give your scholars the opportunity to use the excuse, "I didn't know it was due."
- Talk About Growth Mindset and Goal Setting:** our ultimate goal is to train scholars to be self-driven learners, so invest the time to have those conversations with scholars and families about growth mindset and help them create their goals for your class. Scholars will be more likely to meet their goals if they were a part of the goal setting.
- Offer Help Sessions:** offer additional help sessions for your classes at different times throughout the day. This makes help available for struggling scholars while also making it their responsibility to take advantage of this resource. If you're having trouble getting these struggling scholars to even show up to your Learning Labs, remind them via email, text, and give them a call. When they do eventually come, praise them for coming and hang back with them for a one on one session. The positive reinforcement will motivate them to make attending Learning Labs a regular occurrence.
- Empathize with Scholars:** sometimes scholars feel as though their teachers are out to get them to make their lives miserable by making them do work. Why not take the time to show them this is not the case? Express that you know you are asking them to do something difficult, and ask if they can try anyway. Reassure scholars that you are there to help during any rough patches, and ask how often they'd like you to check in on them (*and don't forget to check in- this will make them feel supported in your class*).
- Find Out Their "Why?":** more times than not, there is a specific reason why a scholar is not completing work. Maybe they're having trouble getting started on an assignment and shut down when they get overwhelmed? Maybe they are distracted working at home and can't focus? Maybe they are having technical issues and need assistance with a loaner computer or a walk through of the system? Take the time to find out why a scholar is struggling and offer help getting past these roadblocks. Also, find out what they want to be when they grow up, and relate your course content to their aspirations so they understand why they need to be keeping up on school work to be successful in the real world.



September's Theme—Scholar Absenteeism

Week Three: Why is attendance important for scholar success?

Chronic absence predicts lower third-grade reading proficiency, course failure and eventual dropout, it weakens our communities and our local economy

Chronic absence - missing 10 percent or more of school for any reason including excused and unexcused absences, or just two of three days a month - is a proven predictor of academic trouble and dropout rates

The impact of chronic absence hits low-income scholars and children of color particularly hard if they don't have the resources to make up for lost time in the classroom and are more likely to face systemic barriers to getting to school - such as unreliable transportation, lack of access to health care, unstable or unaffordable housing



*Scholars can still fall behind if they miss just a day or two days every few weeks.
*Being late to school (starting later than "normal") may lead to overall poor attendance.
*Absences can affect the whole classroom (Learning Labs) if the teacher has to slow down learning to help scholars catch up/fill them in on the topic for the day.
*Attending "school" regularly helps children feel better about school—and themselves.

WHAT CAN YOU DO?

- HR Teachers can reach out more frequently to absent scholars to determine what barriers they face and what would help them complete work more regularly.
 - Provide suggestions for those barriers (see RTI interventions for more specifics)
- Have LGS start building this habit in the early grades so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.
- Tell LGS: don't let their child not complete work for the day unless he/she is truly sick. Remind them that the beauty of this program is that they are working from home! Even if a scholar is not feeling 100%, they can take breaks during the day and still complete assignments...on the couch if they have to...not ideal, but it works!
 - Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to complete work for the day...
 - Anxiety? Point them to our amazing counseling team!

STAY TUNED...

for more information next week!

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Truancy Policy

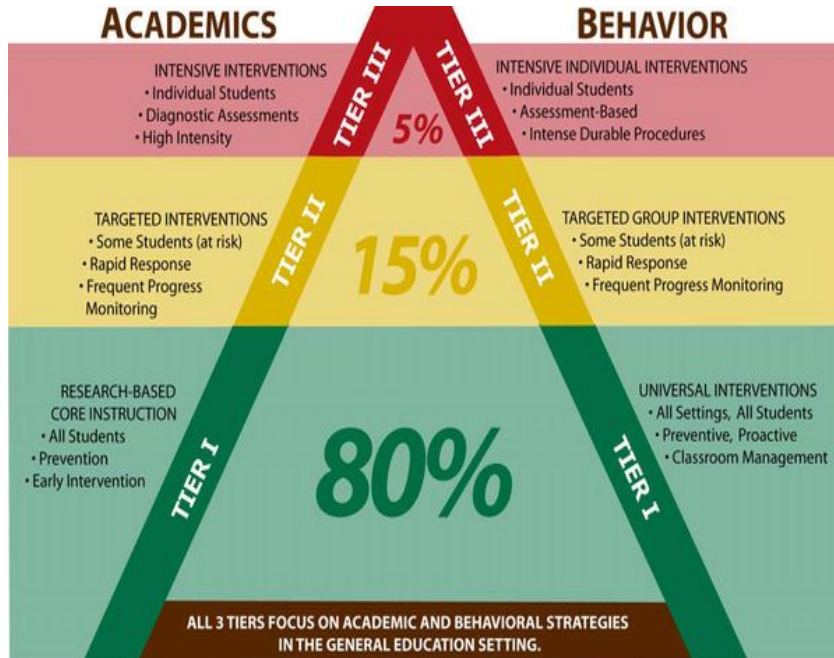
Quick Overview of Responsibilities:

- Truancy will be monitored on an ongoing basis and submitted weekly, no later than 12 pm on Monday, to reflect the previous weeks' assignments
- Week 1- [Warning Letter](#) (K-5/homeroom teacher)
- Week 2- [Invitation to Meet CEO Letter \(week 2 truancy\)](#) (K-5/homeroom teacher)
- SSC (Ashley and Kasey) tasks Miquel in SM
- Extension Award Letter (issued by JJ)
- Withdrawal Notification Letter (issued by JJ) which is part of cumulative file



What is RTI?

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



- **Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions**
 - differentiated curriculum and instruction for all scholars
- **Tier 2: Targeted Interventions**
 - targeted interventions for scholars at-risk
- **Tier 3: Intensive Interventions and Comprehensive Evaluation**
 - planned/Intense interventions for scholars with intensive needs



Indicators for Tier One (Flagged)

Behavioral

- Scholars not completing iReady
- Scholars not logging in/completing work
- Scholars not responding to communication efforts
- Scholars not showing up to Learning Labs
- Scholars distracted/not participating during Learning Labs
- Scholars being disrespectful/inappropriate to CCS staff/peers
- Scholars contradicting the teacher rather than adding perspective to the discussion (aggression)

Academic

- Scholars not passing with a 60% or above (average)
- Scholars scoring below proficiency on iReady
- Middle and high** scholars failing two or more courses
- Elementary** scholars receiving “I” on two or more subjects
- Scholars scoring below proficiency on additional assessments given

Example of MS Tiers Spreadsheets

A	B	C	D	E	F	G	H	I	J
Scholar Name	Date	Learning Coach	HR Teacher	Phone	Email	iReady Math	iReady ELA	Intervention Notes	Subj
i-Ready Score 2 or More Levels Behind Grade									
i-Ready Score 1 Level Behind Grade									
Scholar on Grade Level									
Scholar Above Grade Level									
Scholar Did not Take i-Ready									
Withdrawn									
[Redacted]								asked for help with logging in, was given info, many follow up attempts to support, scholar still not logged in. 9/20 Wingate called, Blitzstein sent email	Homeroo
[Redacted]						466		Scholar seems to be struggling in Math, 9/7 Phone conversation with family (McGuire), 9/11 Phone conversation support for submitting work (McGuire), 9/18 EM sent IEP reminder with instruction on how to log in (Hodge), 9/18 Phone Call, No Show at IEP meeting, NA LVM (Hodge)	Math
[Redacted]						481	669	Scholar is having trouble logging in, but did not answer the phone when I called to help. 9/6 LVM (McGuire), 9/7 TTP Welcome (McGuire), 9/11 TTP Note in SIS (McGuire), 9/25 TTP Support offered again due to lack of progress and low log in times (McGuire), 9/27 TTP Missing Subject Activity log (McGuire)	Homeroo
[Redacted]						459	548	Scholar is speeding through courses and not properly completing discussion questions in all classes. All GE teachers and Sped Case Manager has reached out to this family to try to get Scholar to slow down and go back to redo the discussions. Sped Case Manager even offered to do the discussions with him to help.	All Class
[Redacted]						513	699	Scholar is still doing the same behavior [Redacted] has not started his classes [Redacted] that he hasn't, however, I wanted to make sure that it was noted that he has not started and did not attend LL for ELA	All Class



Questions?

