

Model Program and Practices #1 – Response to Intervention/Achievement Period

Description of the Model Program/Practices:

The Anderson Union High School's Response to Intervention (RTI) Program has been in practice now for 8 years. We have a traditional six period day at Anderson Union High and we wanted to develop an intervention plan to support our students who were struggling. We all agreed to remove 5 minutes off each of our six periods to create a half an hour intervention period that we call our Achievement Period. Since its inception it has evolved many times to better suit the needs of our students.

Initially our Achievement Period began after fourth period and adjacent to lunch. Those students who were not in need of additional support received a longer lunch, this also acted as an incentive for students. However, we learned after the first year that too many students cut the Achievement Period to take a longer lunch and the longer lunch in itself led students to having too much free time on their hands. This environment created a non-academic atmosphere and culture that actually had a detrimental effect on our campus. After discussing with stakeholders, the following year we moved Achievement Period and placed it between 5th and 6th periods. This prevented students from cutting and assimilating into the lunch crowds but it too had issues. This format created a study hall atmosphere instead of a targeted intervention academic atmosphere. Since all students had to be in a class, including students with excellent grades, the classes had 30-35 students each and those who needed specific interventions were not getting the help they needed.

Eventually, after discussing with stakeholders again, we moved Achievement Period to after 6th period. This has been the most productive and efficient time for Achievement Period we have experienced. Having Achievement Period after sixth period has multiple advantages. Students now attend all six of their classes before entering into achievement period. This allows students more opportunities to do their homework if needed. It prevents students from cutting because there is no location for them to assimilate into. It provides an incentive to do well and not be assigned to Achievement Period in the first place. It also allows students involved in athletics or activities which need to leave school early not to miss portions of their 6th period classes. And most importantly, it provides small learning communities with specific targeted intervention and instruction for those students who need it the most.

Implementation and Monitoring of Model Program/Practices:

Implementation of our RTI program began as a three week cycle, but now it has evolved into a process that occurs weekly. Each week teachers monitor their student's performance and their level of concept mastery. If a teacher determines the student needs further instruction or intervention they will assign the student to Achievement Period for the following week. We then sort all students who are assigned. If a student

is assigned by two teachers we give English and Math priority placement, Science and Social Science secondary placement, and then the elective classes are assigned third. Last year we added a secondary teacher to each weekly list. So if a student was assigned to Math and Spanish the student would attend their Math Achievement Period first. If the student's math teacher felt the student had proficiently demonstrated concept mastery then the student would be released to their secondary teacher for the remainder of the week.

Another very recent (Spring 2019) form of intervention that Anderson Union High School uses within our Achievement Period is our Social/Emotional Support class. With the help of teachers, administration and counselors we have identified a subgroup of students who are struggling in all classes and display symptoms of more serious concerns besides just lagging academics. We then subcontracted a MFT counselor to meet with these students in small groups on Tuesdays and Thursdays during Achievement Period in an attempt to help these students become successful. Even though this is a new addition to our intervention program the response has been positive so far.

Distinguished Model Program/Practices in Relationship to our District LCAP:

Through an analysis of state and local indicators and input from stakeholders we have determined that the primary focus of our District LCAP is to prepare students academically for post-graduation success in college and/or career. We will accomplish this through the following overarching actions: 1. Provide an academic program that prepares students to meet the requirements of college expectation regardless if the student actually chooses to enroll or not. 2. Through specific counseling and classroom activities engage parents in the four-year academic plan for their student(s). 3. Provide multiple opportunities to support students who struggle academically and/or socially so they may reach their full potential.

The Achievement Period at Anderson Union High School is closely aligned with the first and third action plan goals of the Anderson Union High School District LCAP. Action #21 of goal one in our LCAP simply states to provide an in school tutoring period. The Achievement Period at Anderson Union High School is definitely *distinguished* compared to a simple tutoring period. Targeted timely intervention by the student's actual teacher versus a tutor is extremely beneficial and has a greater positive impact on student success. The ability to receive intervention in any/all subjects as needed is also much more valuable to the student's success. Finally, the newest component of our Achievement Period which provides social and emotional counseling to our struggling students is a huge opportunity for our students to become successful. While the Districts LCAP goals are lofty yet valid, Anderson Union High School has developed real solutions and programs to help achieve these goals.

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Results and Outcomes of Model Programs/Practices:

As with any Program/Practice, results are what determines success or failure. The real benefit of the AUHS Achievement Period has been in our student performance. The number of students receiving D's and F's at AUHS has gone down since we have adjusted the format to after 6th period. In 2015 19.1% of our students had D's and F's, in 2016 17.0% had D's and F's, in 2017 15.8% had D's and F's and now in 2018 12.8% of our students have D's and F's. This is a positive trend that has increased our A-G rate, increased our CTE rate, increased our graduation rate, and has helped to dramatically increase our CAASPP ELA and Math scores.

