Implementing high school academic interventions

REL Regional Educational Laboratories

Learning Series on EARLY WARNING SYSTEMS

Early warning systems indicator: course performance

Course performance

Number of course failures and overall grade point average obviously correlate with a student's probability of graduating in four years. If a student fails a course, he or she will need to make up the credit outside the regularly scheduled school time to stay on track. Poor course performance can also indicate disengagement at the classroom level.

Frazelle, S. & Nagel, A. (2015). *A practitioner's guide to implementing early warning systems* (REL 2015–056). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from http://ies.ed.gov/ncee/edlabs.

REPORT CARD

Implementing academic interventions is a complex process

Students in need of academic interventions are identified and scheduled in a timely manner.

Valid and reliable assessments focusing on vocabulary and algebra are selected.

Data-driven curriculum using empirically proven practices is used.

Sufficient time has been scheduled to facilitate intervention.

A plan is developed to identify, hire, develop and retain the best possible interventionists.

A system of ongoing professional development is established.

A system of communication is established between all parties.

A healthy and safe learning environment is established.

A self-study guide for implementing high school academic interventions working document was developed by REL Southeast Improving Literacy research alliance members to help guide intervention development and implementation.

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