

How effective are your interventions?

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Agenda

- ▣ Review requirement
- ▣ Discuss rationale for evaluating intervention effectiveness
- ▣ Review a protocol for evaluating intervention effectiveness
- ▣ Discuss next steps



What's Required?



- Interventions (that meet the rule requirements) for all learners who are substantially deficient.
- Continued intervention beyond third grade for those learners who aren't proficient upon completion of third grade.

Why this now?



- Pre-planning needed to be able to do this evaluation in the spring.
- Allows time to discuss with your building leadership team and staff.

Evaluating Intervention Effectiveness

R.O.I.

Rationale

- ▣ You already have interventions that you're doing in your building.
- ▣ You have teachers who are trained, and attached to, the interventions you currently provide.
- ▣ New interventions take resources (time, money, professional learning).

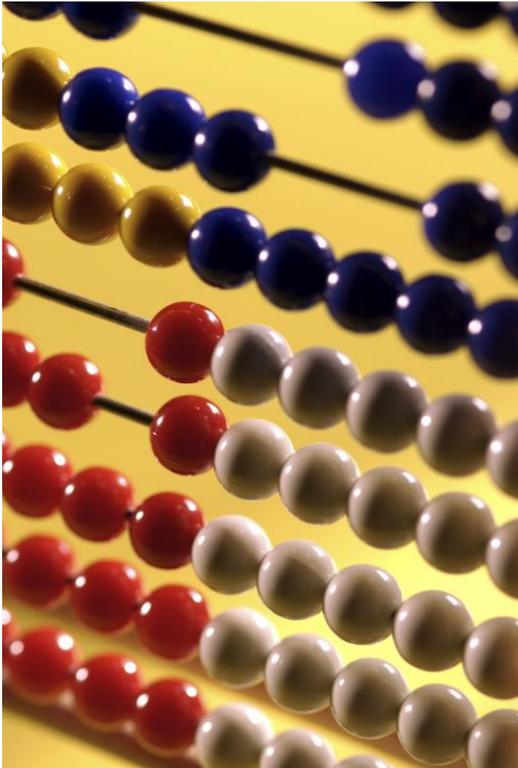


Rationale



- ▣ Save resources by knowing which interventions are most successful.
- ▣ Save resources by discontinuing interventions that are not successful.
- ▣ Identify interventions that may not be implemented with fidelity.

Tell me more...



- ▣ Iowa TIER lets us do this really well, better than we've ever seen.
- ▣ This work can be done without Iowa TIER as well.

Purpose of Monitoring Intervention Effectiveness

Answer the question: “Which interventions are most effective for the learners in my building today?”

- ▣ Identify interventions that provide the highest Return on Investment (ROI). Consider expanding their use.

Answer the question: “Which interventions are no longer successful for learners in my building today?”

- ▣ If an intervention doesn't result in the majority of learners hitting targets predicting later outcomes, changes should be made immediately.

Answer the question: “Are interventions being delivered with fidelity?”

- ▣ For interventions that are not successful, fidelity of implementation should be ensured immediately.

How effective should interventions be?

Targeted early literacy interventions should be expected to meet the needs of approximately 65% of learners who receive them.

- *Foorman, Breier, Fletcher (2003) describe multiple studies showing this success.*

Setting the Stage to Answer Your Questions

10/3/14

1. Identify common interventions.
 - ▣ What interventions are used across sections and/or grade levels?
2. Investigate if interventions are implemented in the same manner in all instances.
 - ▣ Is the intervention provided the same... number of days/week? Min/day? Group size? Instructional routines? Skill focus?
3. Bank interventions in Iowa TIER.
 - ▣ For interventions that have more than 1 implementation type, enter it separately and make it easily identifiable.
 - ▣ Ex. Fancy Intervention: daily vs. Fancy Intervention: 3 days/week

Evaluating ROI

Intervention Name	Grade Level(s) Used	# Students Participating	% Students Meeting Benchmark	Target % Students Meeting Benchmark	# Students Closing the Gap But Not Meeting Target (Optional)

Example: Fancy Reading Intervention

Intervention Name	Grade Level	# Students Participating	% Students Meeting Benchmark
Fancy Intervention: Daily	K	12	83%
Fancy Intervention: 3 days/week	K	12	42%

ROI Considerations

- ▣ Are you confident interventions were banked (and assigned) accurately?
- ▣ Are you confident interventions were implemented as designed? Consider monitoring fidelity for less-effective interventions.

Next Steps

- ▣ We encourage you to bank interventions and consider intervention effectiveness at the end of this school year.
- ▣ We would like to support Iowa schools who are interested in sharing successful interventions with each other.
 - ▣ More information to come!

