

## DATA-DRIVEN INTERVENTION STRATEGIES

<p><b>CAMPUS</b> New Deal High School <i>Recognized 2007-08</i></p> <p><b>DISTRICT</b> New Deal ISD</p> <p><i>Recognized for Exceptional Use of High School Allotment Funds<sup>1</sup></i></p>	<p><b>PROGRAM SUMMARY</b></p> <p>The <b>goal</b> of New Deal High School’s program is to improve student performance in all core subject areas.</p> <p><b>Key strategies</b> include increased benchmarking and data review, small group supplemental instruction, and the creation of content area teams to guide curriculum alignment and ongoing monitoring of student interventions.</p> <p><b>Outcomes</b> include improvement in the percentage of students in all student groups passing TAKS and completion rates above the state average.<sup>2</sup></p>
	<p><b>EFFECTIVENESS</b></p> <p><i>Before</i></p> <p>Prior to program implementation, in 2002-03, 57% of New Deal High School students passed all TAKS, compared to the state average* for all students of 55%. Fifty-five percent of Hispanic, 59% of White, and 52% of economically disadvantaged students passed. The 2002-03 completion rate for all students was 96%, compared to the state average for all students of 93%. The completion rate for Hispanic students at New Deal High School was 95%, and the completion rates for White and economically disadvantaged students were 97% and 94%, respectively.</p> <p><i>After</i></p> <p>In 2007-08, 83% of New Deal High School students passed all TAKS, with 80% of Hispanic, 89% of White, and 79% of economically disadvantaged students passing, compared to the state average* for all students of 61%. The completion rate for all student groups in 2006-07, the most current year for which completion data were available in AEIS, was 100%, compared to the state average of 87%.</p>

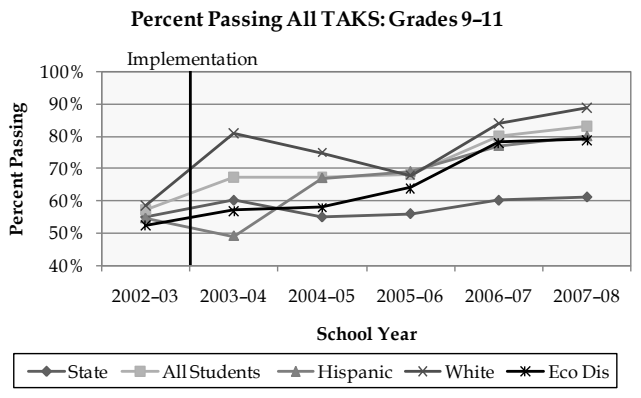
<sup>1</sup> In February 2008, New Deal High School was recognized by the Texas Education Agency for exceptional use of High School Allotment (HSA) funds in improving curriculum alignment. Identification of exceptional programs or strategies was based on criteria and procedures recommended by a High School Allotment Advisory Group, comprised of 14 experts and stakeholders representing Texas’ secondary school education system, and self nomination.

<sup>2</sup> Note: According to the 2007-08 AEIS Glossary: “Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Completion rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to completion rates for the class of 2005 and prior classes, nor to each other.”

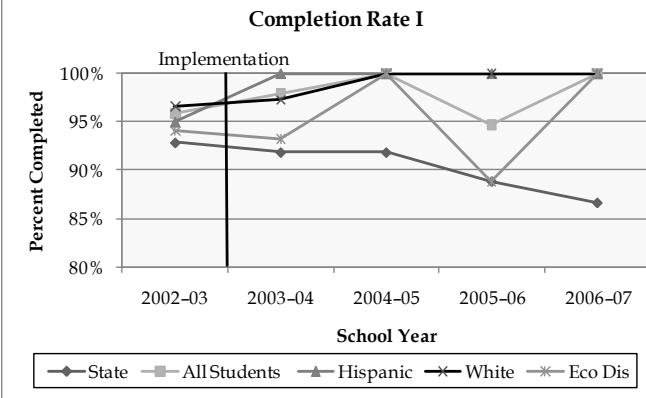
\* State averages are weighted averages based on the grade level(s) of the practice.

Please take one minute to answer the feedback survey (six questions).

[Best Practices Feedback Survey](#)



Source: AEIS; TAKS Statewide Performance Results - 2003-2008  
 Note: Data for African American, Native American, and Asian/Pacific Islander students were not reported in AEIS consistently across the time period analyzed due to small numbers.



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### CONTEXT/IMPLEMENTATION

#### Demographics (2007-08)

Grade Levels Served		9-12	Campus Enrollment		189
<b>Ethnic Distribution</b>			<b>Economically Disadvantaged</b>		
African American	8	4.2%	At-Risk	104	55.0%
Hispanic	79	41.8%	<b>Mobility (2006-07)</b>	33	15.7%
White	101	53.4%			

Source: AEIS

#### Background

- Staff reported that the campus and district have always been data-driven, so teachers were knowledgeable and familiar with data analysis. For over a decade, the campus had an established schedule of benchmark testing.
- The campus began implementation of the practice in 2003-04.

*Procedures*

- In 2003-04, the campus implemented a more structured data review system that included more frequent benchmarking and review of classroom assessments to get real-time data on classroom teaching and learning. The campus began to administer benchmark tests three times during the year, and the principal began to review teacher-developed classroom "mini-assessments" for content alignment, rigor, and appropriateness as an assessment measure. The principal also reviewed results of these classroom assessments, which were conducted 2-3 times every six weeks.
- Prior year's TAKS data and benchmark results were reviewed for identification of areas of need. Based on this data, the campus first began to offer out-of-class small group supplemental instruction in mathematics. At the beginning of the year, students were initially identified for participation in out-of-class small group instruction based on prior mathematics TAKS performance.
- Decisions to participate were made collaboratively, involving the student's mathematics teacher, the mathematics small group teacher, the principal, the student, and the student's parents.
- Out-of-class supplemental instruction was led by a part-time mathematics teacher, and sessions were scheduled once per week during electives. Groups of no more than five students worked with the teacher to review TAKS skills through "talking it out" and "working it out" with an example or using a TAKS-based question process. The teacher focused on building student self-confidence with high-success problem-solving activities. Based on the success of the mathematics small group instruction, a similar intervention for science was implemented at the high school in 2007-08, utilizing existing teaching staff and an extra mathematics/science staff position that was added in response to 4x4 curriculum requirements. The campus was also considering offering supplemental small group instruction for students struggling in reading.
- As benchmarks and mini-assessments were administered during the year, participants who performed well were allowed to opt out of the small group instruction, while other students were invited to join based on their performance on these assessments. Ongoing identification of students for support was based primarily on benchmark results. Students whose benchmark results were not within seven questions of passing were identified for out-of-class supplemental small group instruction. Students whose results were within seven questions of passing were identified for in-class intervention strategies such as small groups, computerized instruction, multimedia presentations of material, and differentiated instruction.
- The campus established a system of rewards for participation and performance in the out-of-class support program. Staff reported that the program was viewed positively by students.

- In 2006-07, the campus established a content area team structure to guide curriculum alignment and instruction in all four core content areas and to lead and monitor a Response to Intervention (RtI) process. All teachers in a department worked together during a common planning period, when possible, and they met formally every 6-8 weeks to review subject-area benchmarks and mini-assessment data across grade levels, to make curriculum adjustments, and to design and monitor individual student interventions.
- All core area teachers kept a Student Performance Data Notebook, and the principal kept a notebook of individual student performance, including eighth-grade data, by grade level, to document interventions and monitor student progress. Individual student progress was formally reviewed every 6-8 weeks during content area meetings. In addition, student progress was reviewed on an ongoing basis through informal student-teacher conferences, especially for those students requiring more extensive support. Student feedback from these conferences was incorporated into the intervention documentation.
- The principal conducted walk-through observations of all teachers every 1-2 weeks to assess if teachers were implementing curriculum and instruction modifications and intervention strategies recommended by the content area teams. The principal used a locally developed protocol for walk-throughs based on a Professional Development and Appraisal System (PDAS) instrument from the regional education service center with some additional local elements designed to assess Bloom's taxonomy and student engagement strategies. The principal provided feedback from walk-throughs through individual discussions with teachers.
- Elective teachers were invited to content area meetings at the beginning of the year to plan collaboratively and throughout the year as needed at lunch meetings to design cross-curricular activities around key concepts.
- HSA funds supported additional personnel costs to build the expertise and capacity of content area teams in strengthening curriculum alignment with the Texas Essential Knowledge and Skills (TEKS) and college readiness standards. The additional staffing supported with HSA funds also allowed for lower teacher/student ratios in some classes. No additional costs to support the program were reported.

*Lessons Learned*

- Staff reported that an important lesson was the impact of student buy-in on the success of intervention strategies. By asking students for their input into the process, staff said interventions were more effective.
- Staff reported that the process of reviewing performance data across grade levels and at the individual student level increased teachers' sense of accountability for all students at all grade levels in their content areas.

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