

# Secondary Intervention Update

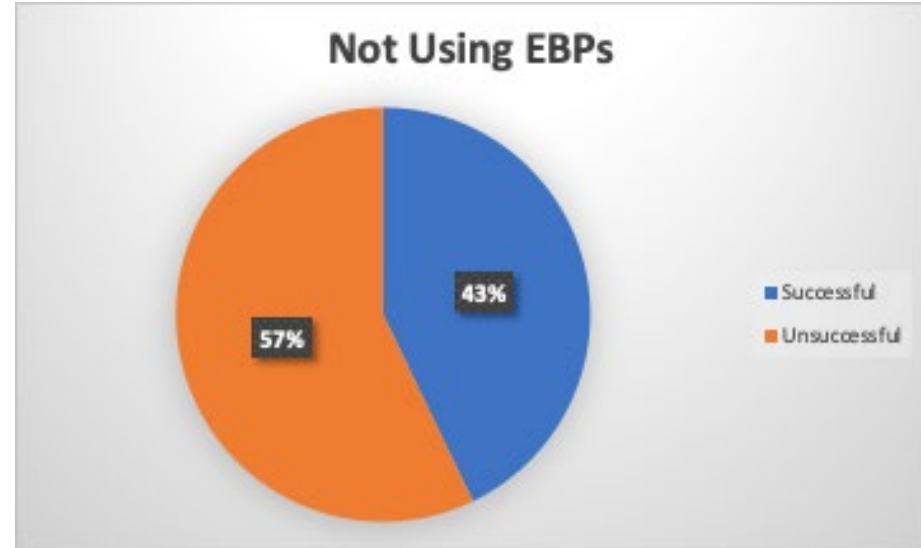
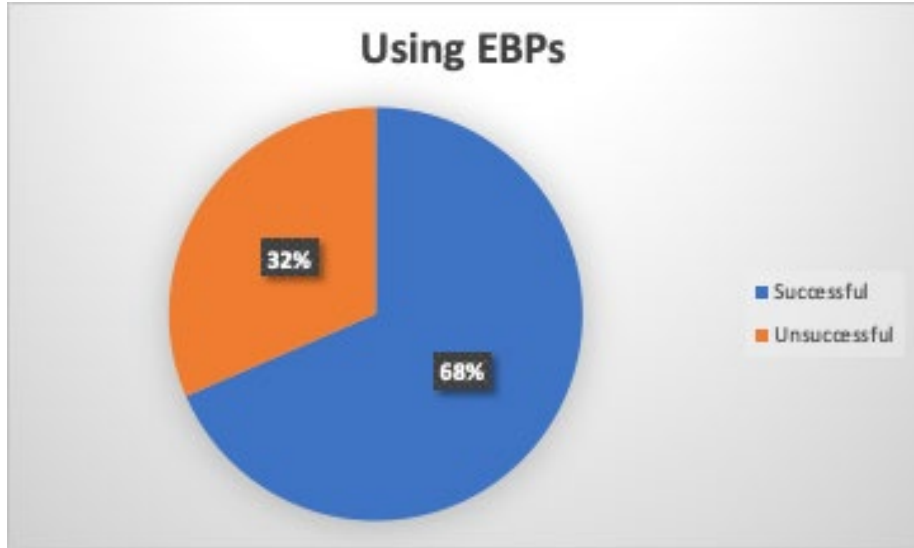
March 2024

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Intervention  
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# Exclusionary Discipline

# Implementation of Evidence-Based Interventions

# Why Evidence-Based Practices Matter



*Example from an Anoka-Hennepin Middle School - Year 1 (2020/2021) of Encouraging EBPs*

*Either we spend time meeting students' needs by removing barriers and teaching skills or we spend time dealing with the behaviors caused from their unmet needs.*

*Either way we spend the time.*

# Why Evidence-Based Practices Matter

Data from all 6 middle schools + Compass trimesters 1 & 2 SY 2023-2024:

181 documented interventions for social-emotional-behavioral reasons

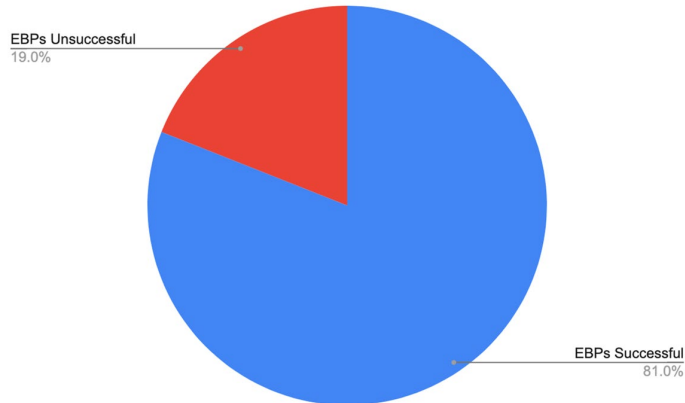
82 interventions complete and with sufficient data

Of the 82, 75 were evidence-based and 7 were not.

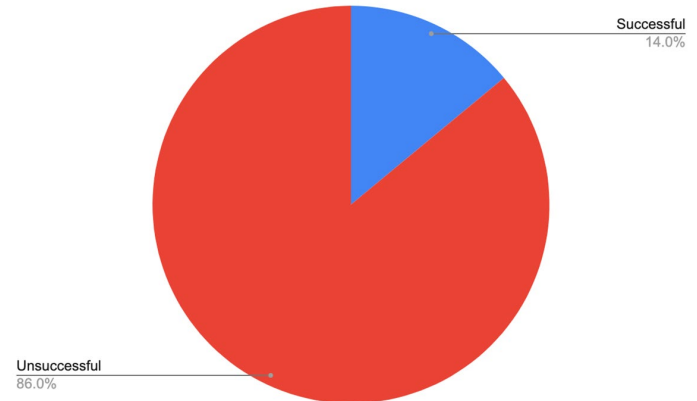
**61 of the 75 (81%) EBP interventions** showed positive progress and/or considered successful.

**1 of the 7 (14%)** other interventions was considered successful.

## Evidence-Based SEB Interventions



## Other SEB Interventions



# Why Fidelity Matters

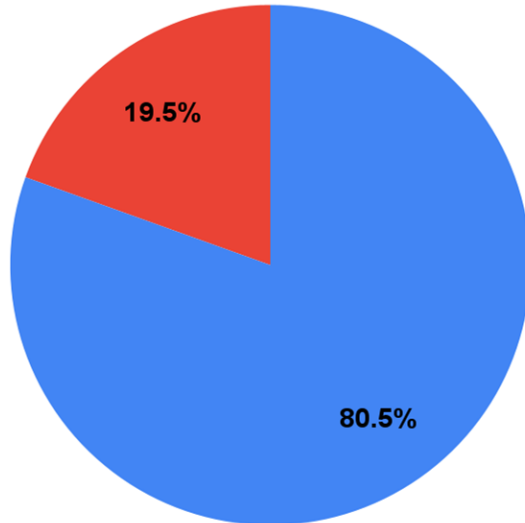
Even using evidence-based practices, fidelity of implementation is important.

Data from our high schools trimester 2 - all "Check and Connect"

Fidelity meaning: interventionist has been trained in Check and Connect, student got a minimum of 10 sessions

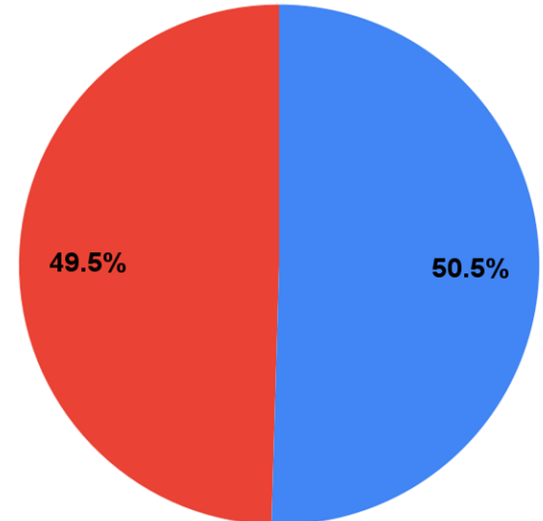
## High Fidelity of Implementation

● Successful/Positive Progress ● No Progress Yet



## Lacking Fidelity

● Successful/Positive Progress ● No Progress Yet



# SEB Interventions Documented by Department

	# Trained / # Dept	# Staff who Implemented	HS Intervention Implementation	MS Intervention Implementation	Average per Staff Member
School Counselors	44/56	13 / 56 = 23%	1	45	0.82
Student Achievement Advisors	16/17	6 / 17 = 35%	33	19	3.06
School Social Workers	30/16	13 / 16 = 81%	10	40	3.13
Interventionists	10	2 / 10 = 20%	0	18	1.8
<b>TOTAL</b>	<b>100/99</b>	<b>34 / 99 = 34%</b>	<b>44</b>	<b>122</b>	<b>1.68</b>

34% of staff members in these departments implemented at least one intervention. With approx. 99 staff members in these departments and 166 students receiving intervention, that is an average of less than 2 students per staff member. However only 34 staff implemented, each with a range of 1-15 students, average of almost 5 students per staff member.

# Progress Check

The following slides show analysis of progress data for all students whose data has been shared with me across middle and high schools organized by which intervention the student received.

Site data was also given to school I-Teams for their review.





# Middle School Intervention Progress Overall

## Aggression Replacement Training

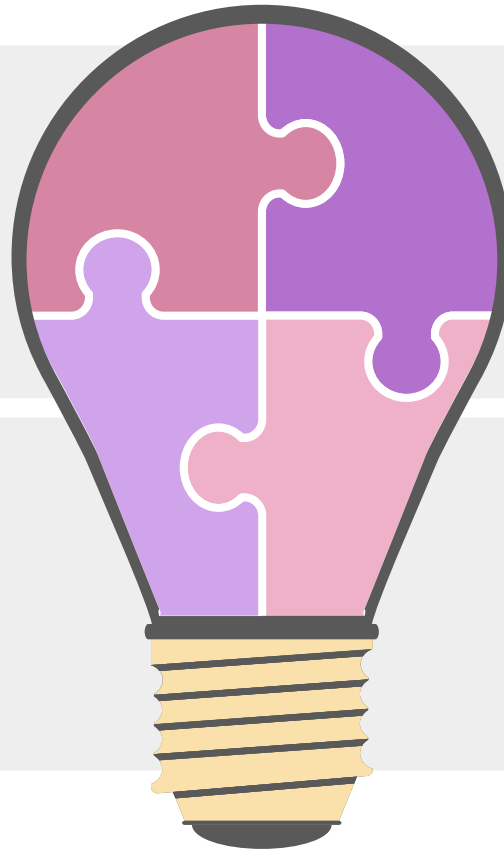
18 out of 21 students who are or have received ART this school year found success or are showing positive progress =

**86% success rate**

## DBT Skills

15 out of 17 students who are or have received DBT this school year found success or are showing positive progress =

**88% success rate**



## Check and Connect

40 out of 57 students who are or have received Check & Connect this school year found success or are showing positive progress =

**70% success rate**

## Trails to Wellness

13 out of 16 students who are or have received Trails this school year found success or are showing positive progress =

**81% success rate**



# Aggression Replacement Training

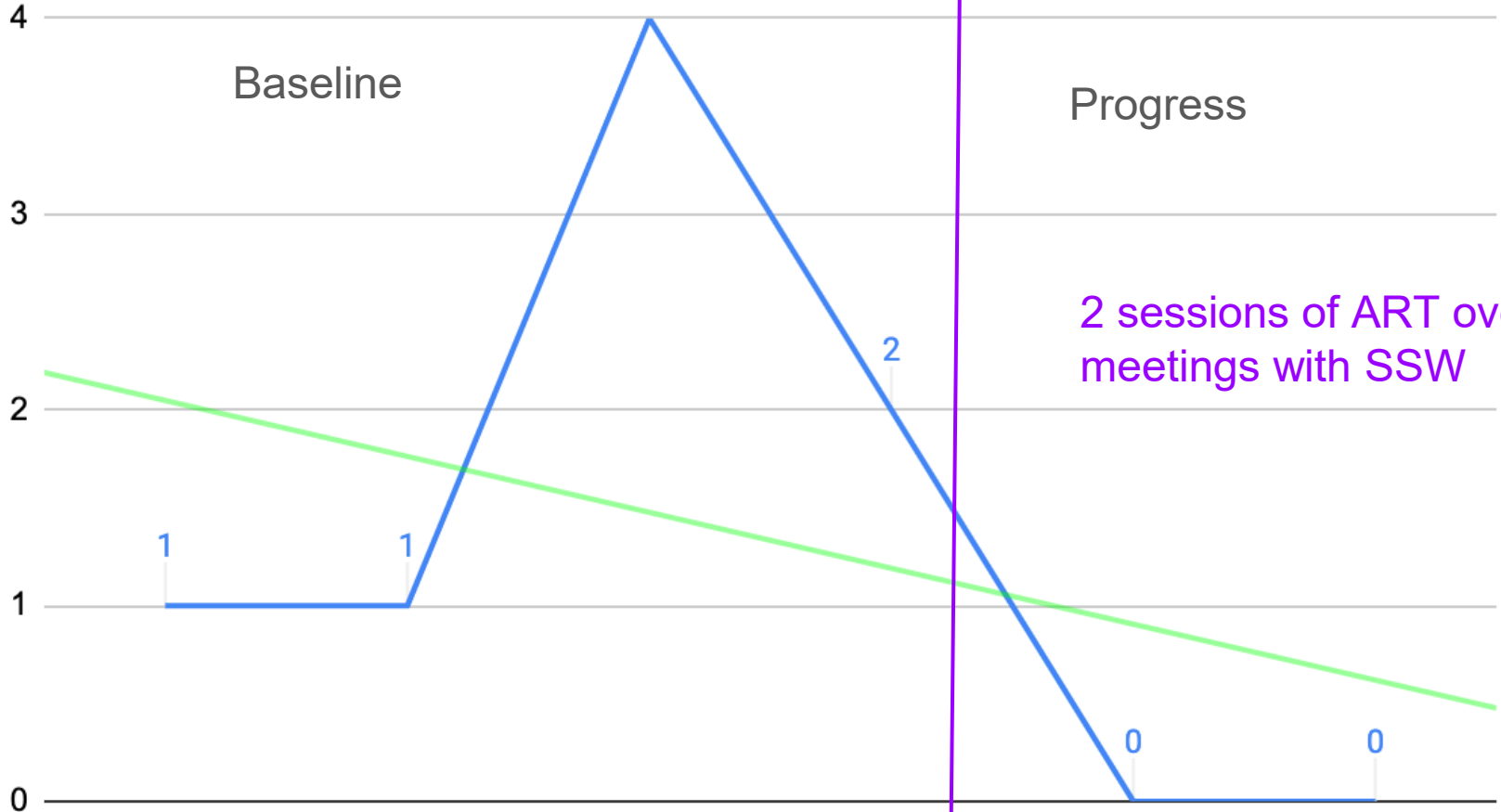
(anger control, social skills)

18/21 MS students successful or positive progress (if not complete) = **86% success rate**

MS

# Referrals - ART Intervention

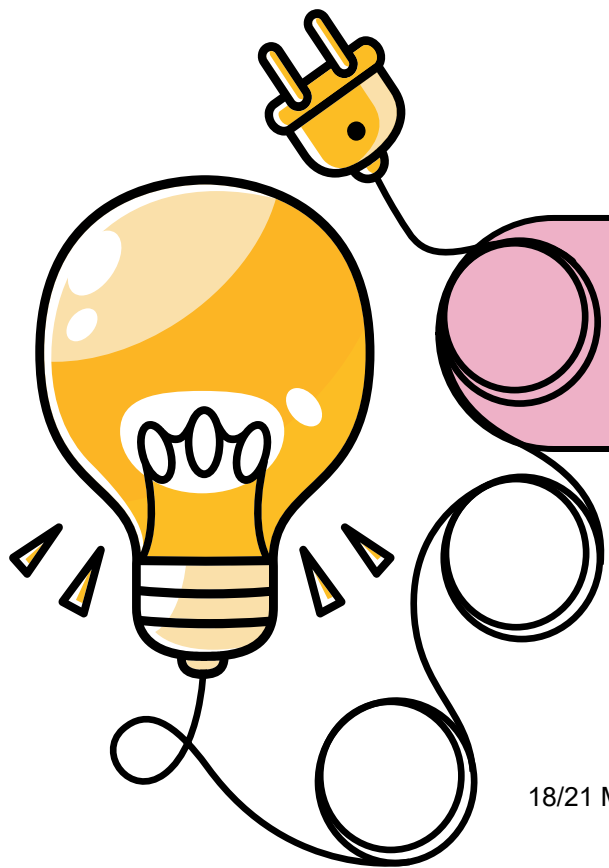
6th grade black MV female



Baseline

Progress

2 sessions of ART over 4 meetings with SSW



## Check and Connect

(school engagement, abcs)

18/21 MS students successful or positive progress (if not complete) = **86% success rate**

26/33 HS students successful or positive progress (if not complete) = **79% success rate**

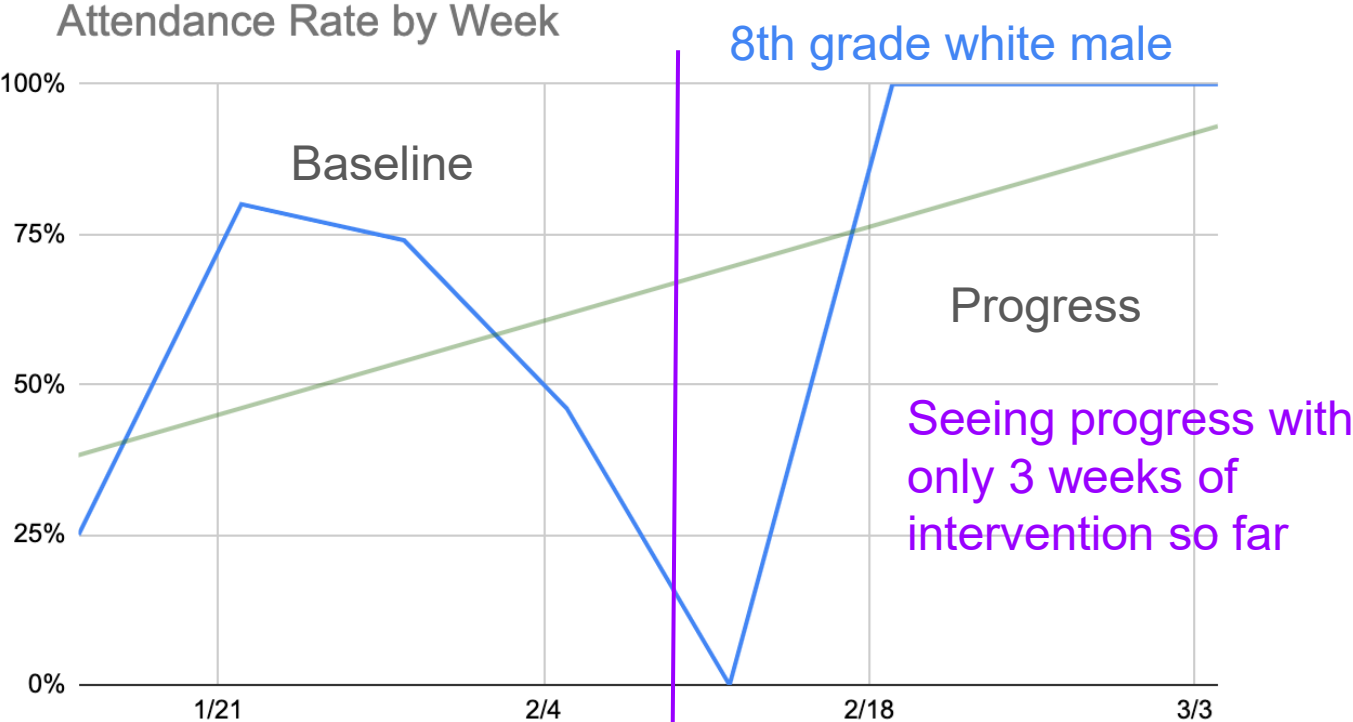
# Check and Connect

*Check & Connect* is an intervention for K-12 students who show warning signs of disengagement with school. At the core of *Check & Connect* is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient.

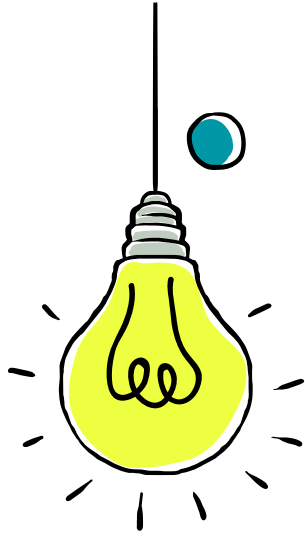
Students are referred to *Check & Connect* when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades. In *Check & Connect*, the "Check" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "Connect" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. Of the dropout prevention interventions reviewed by the U.S. Department of Education's What Works Clearinghouse, Check & Connect is the only program found to have strong evidence of positive effects on staying in school.

Demonstrated outcomes of Check & Connect include decrease in truancy, tardies, behavior referrals, and dropout rates; increase in attendance, persistence in school, credits accrued, and school completion; and impact on literacy.

# Check and Connect with MS SSW



# HS AIT/BIT Progress Tri

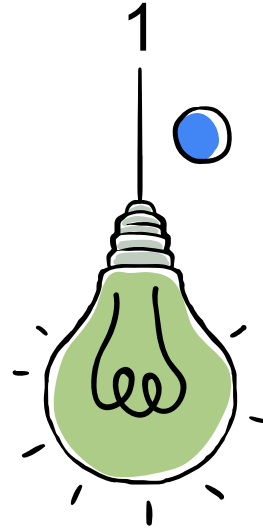


## Attendance

**48%** (158 of 330) of students improved in rate of attendance. 19 more maintained progress.

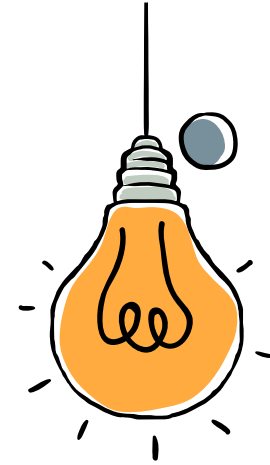
**167** students had 90%+ attendance during tri 1!

**33%** (41 of 123) of students decreased number of tardies. 2 maintained progress.



## Behavior

**70%** (170 of 242) of students improved in discipline referrals. 8 more maintained progress.



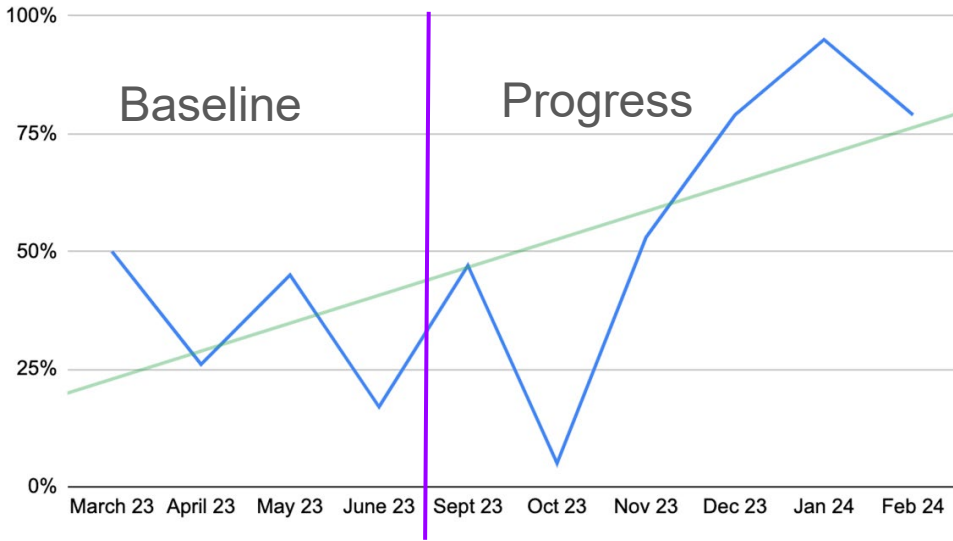
## Courses

**58%** of students improved in their passing rate! 12 more maintained progress

**196** students in traditional high schools passed 100% of their classes!

**16** students in traditional high schools earned **11.33** credits in recovery!

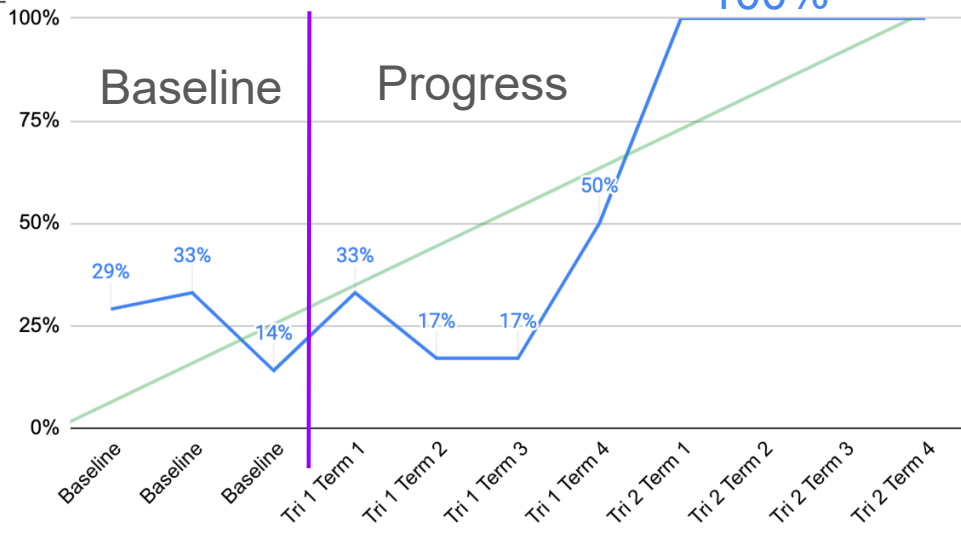
# School Attendance by Month



11th grade white MV male

2 trimesters of Check and Connect with SSW

# Courses Passed







## DBT Skills

(suicidal ideation, self-injury,  
substance use, interpersonal skills)

14/17 MS students successful or positive progress (if not complete) = **82% success rate**

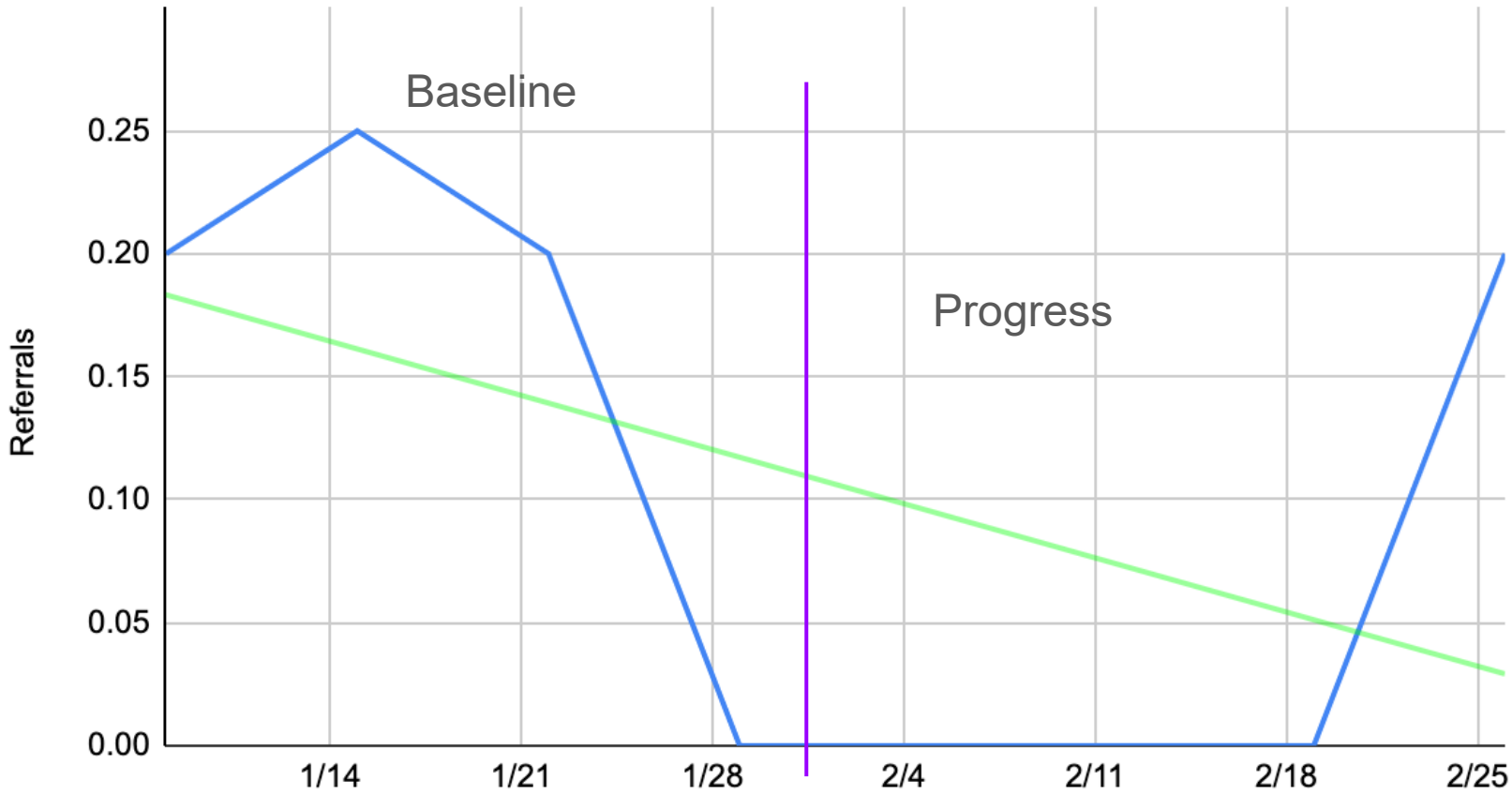
3/3 HS students successful or positive progress (if not complete) = **100% success rate**

RMS

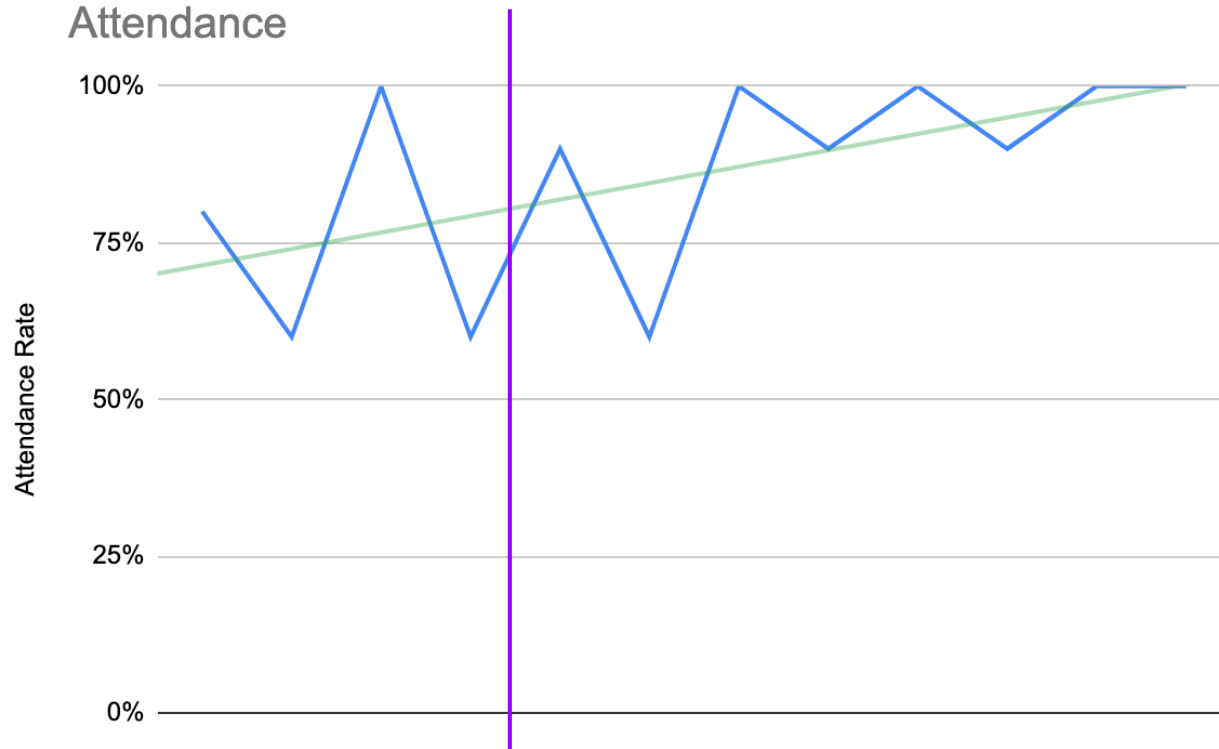
# Referrals per School Day

8th grade black FC male

5 sessions of DBT over 4 weeks with SSW



# 8 weeks DBT at HS: 11th grade white female

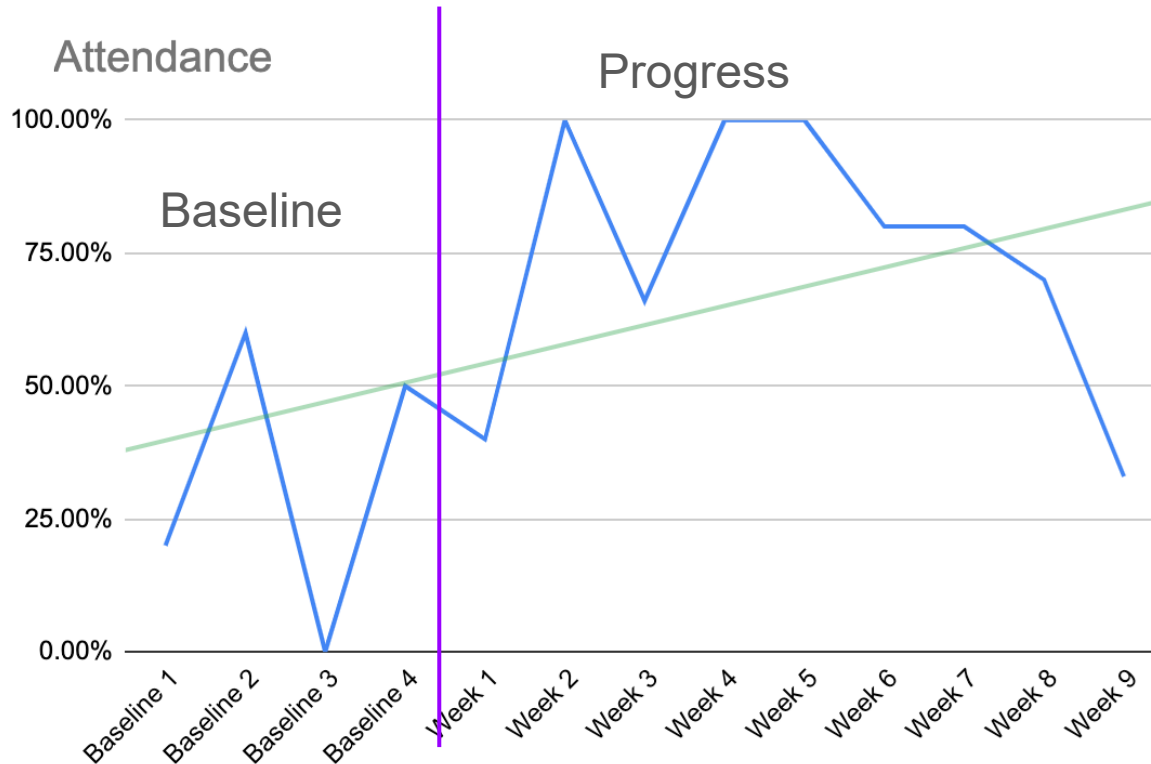




# Trails to Wellness

(stress, anxiety, depression)

# 7th grade Asian ML female @ MS Site



Halfway point - no significant change in reported symptoms of anxiety or depression yet

Ongoing - 8 sessions received

# Attendance Progress @ MS

7th grade Asian ML female student  
with attendance concerns after 7  
sessions over 14 weeks of intervention

## Student Baseline:

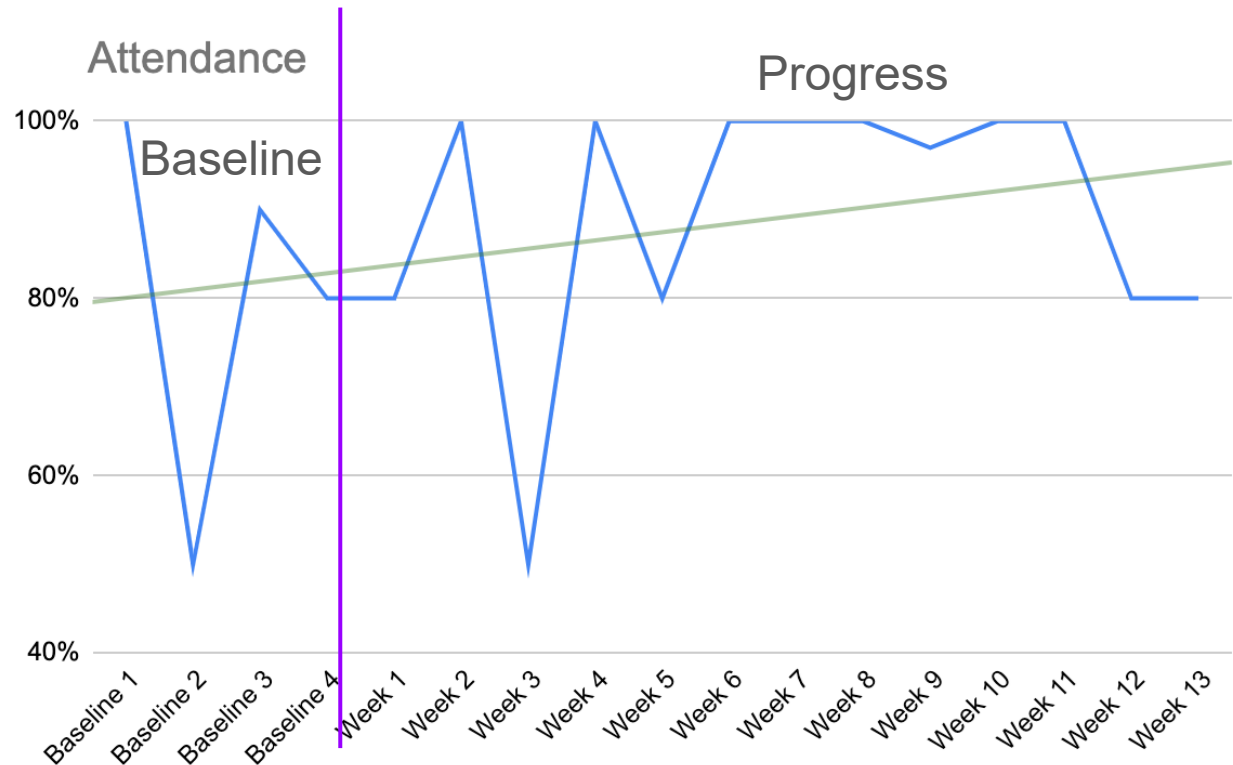
PHQ-9 = moderately  
severe depressed mood  
(19.5)

GAD-7 = severe anxiety  
(17)

## Progress Check halfway:

PHQ-9 = moderately  
depressed mood (12)

GAD-7 = mild anxiety (6)



# Chemical Health Interventions



# REACH

(2 day intervention for chemical violations)

3 sessions to date (December, January, February)

Of the 13 students who have participated, only two have had another chemical violation at school since.



# InDepth

(4 session intervention for tobacco violations)

SRHS, Compass, CRHS, and CRMS

53 students have been referred to date this school year. Students had from 1 to 5 tobacco violations before intervention. Data on 14 students is not yet available.

29 (74%) of those students completed all four sessions of InDepth as an alternative to suspension. Of those 29, 2 students have had another tobacco violation. 5 of these students have had other chemical violations. **76% of students who have completed InDepth have not had another chemical violation.**