Intervention Evaluation Flowchart

A flowchart to determine if individual interventions are working for schools and to improve the use of data to successfully implement interventions.
Intervention Evaluation Flowchart

Is our student success intervention working for our students?

**YES**

- What are you doing that works for students? (What is your evidence?)
- What are you doing that works for the adults implementing the intervention? (What is your evidence?)
- What parts of your implementation plan can you tweak for even greater success?

**OR**

**NO:** Is there a true opportunity for recovery if students participate with fidelity?

**YES**

- Is it an implementation fidelity issue?
  - Are there other school programs/initiatives competing with effective implementation?
  - Are teachers/owners aware of implementation procedures?
  - Are teachers compensated when appropriate?
  - Is there sufficient and reasonable time to implement the intervention?
  - Is the intervention publicized effectively to appropriate stakeholders?
  - Have you implemented the intervention long enough?

- Is it a student participation issue?
  - How are students held accountable for not participating? By whom?
  - Do they see the results of their participation?
  - Are students encouraged by multiple adults to participate?
  - Does the intervention respect student time and effort?
  - Is the intervention viewed as punitive?

**NO**

- Is the issue a mismatch between the intervention and student needs?
  - Does the intervention provide supports for students struggling academically?
  - Is the intervention frequent enough to be effective?
  - How was the intervention selected? Based on identified student need? Adult preference? Feasibility?

**OR**

- Is the issue one that cannot be addressed by a Success Team intervention?
  - Examples:
    - Teacher philosophy
    - Grading policies
    - Chronic truancy
    - Chronic suspensions
    - Curriculum pacing
## Intervention Evaluation Flowchart

### Is our student success intervention working for our students?

#### Data Components Key To Successful Implementation

What data structures and practices, if addressed, will increase your team’s efficacy in improving student achievement?

<table>
<thead>
<tr>
<th>Access to timely Gradebook data</th>
<th>Student participation data</th>
<th>Intervention implementation data</th>
<th>Data analysis</th>
</tr>
</thead>
</table>
| • Are grades updated in a timely manner according to the grade pull schedule?  
• Who can provide the grade-level, course, and student-level data you need?  
• Can you manipulate data into a teacher-friendly format?  
• Do you have or make time to manipulate the data into a teacher-friendly format? | • How are you tracking participation? (intentionally or randomly)  
• Is your tracking tool useful for highlighting trends in participation and its effect on achievement? | **TUTORING**  
• Are teachers actually tutoring students/providing academic support?  
• How are students provided with work to complete during tutoring?  
• If tutoring is administered by external partners, how is communication of student needs and course expectations shared with them?  
**MENTORING**  
• Do mentoring conversations push students to action around their grades?  
• What information are mentors provided with to drive their mentoring sessions?  
• Are mentors able to advocate professionally with their colleagues? | • Is sufficient time allocated for analyzing data specific to your intervention?  
• Does your team’s analysis of intervention data lead to action toward increasing student achievement? |

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**TOOL SET**

Developing and Tracking Interventions

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UNDERSTANDING RESEARCH & APPLYING DATA

NCS FRESHMAN ON-TRACK TOOLKIT

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NETWORK FOR COLLEGE SUCCESS
Intervention Evaluation Flowchart (cont.)

Some Considerations for Intervention Planning

• Identifying what students need
• Ensuring intervention is scheduled at accessible times and with a frequency that makes sense
• Matching adult expertise with student needs
• Strategizing how to get targeted students to the intervention
• Connecting what is happening in the intervention to what is happening in the classroom (relational/academic)
The Evidence Process

What gear is getting stuck?

- Implementing Interventions (as supported by data)
- Documenting and Reflecting on Process
- Essential Questions:
  - What is the data telling us about our interventions?
  - What are the underlying values that influence the quality of our interventions?
- Making Data-informed Decisions
- Tracking Interventions (gathering evidence)
- Examining and Discussing Evidence with Colleagues
- Using Protocols
- Outside Forces
- Outside Resources