

Data Collection Matrix

	Teacher Reflective Journal	Student course scores	Student test/quizzes scores	Friday School attendance hours	Student survey and interview	Tables and graphs
How does BHS student intervention program affect student achievement?	1	2, 3, 4	2, 3, 4	2, 3, 4	1	2, 3, 4
What are the effects of the student intervention program on the classroom teacher?	1	4, 5	4, 5	4	1	4
What attitudes do students have towards the student intervention program?	1				1	
What is the relationship between program attendance and academic achievement?		4, 5	4, 5	4		4, 5
How does implementing study skill in the intervention program affect academic achievement?	1, 3	2, 3, 4	2, 3, 4	2, 3, 4	1, 3	2, 3

Key used to identify the reasons why the data method selected is suited to gather data for the question it is matched to.

- 1: Provides qualitative data, such as information that can only be answered by the student or observed by the teacher.
- 2: Data will show baseline of the students' information (prior to the treatment).
- 3: Data reflects the value of the treatments.
- 4: Provides quantitative data of students who attend the intervention program
- 5: Data collected that involves the entire 7th grade class

MIDDLE SCHOOL INTERVENTION PROGRAM

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Introduction

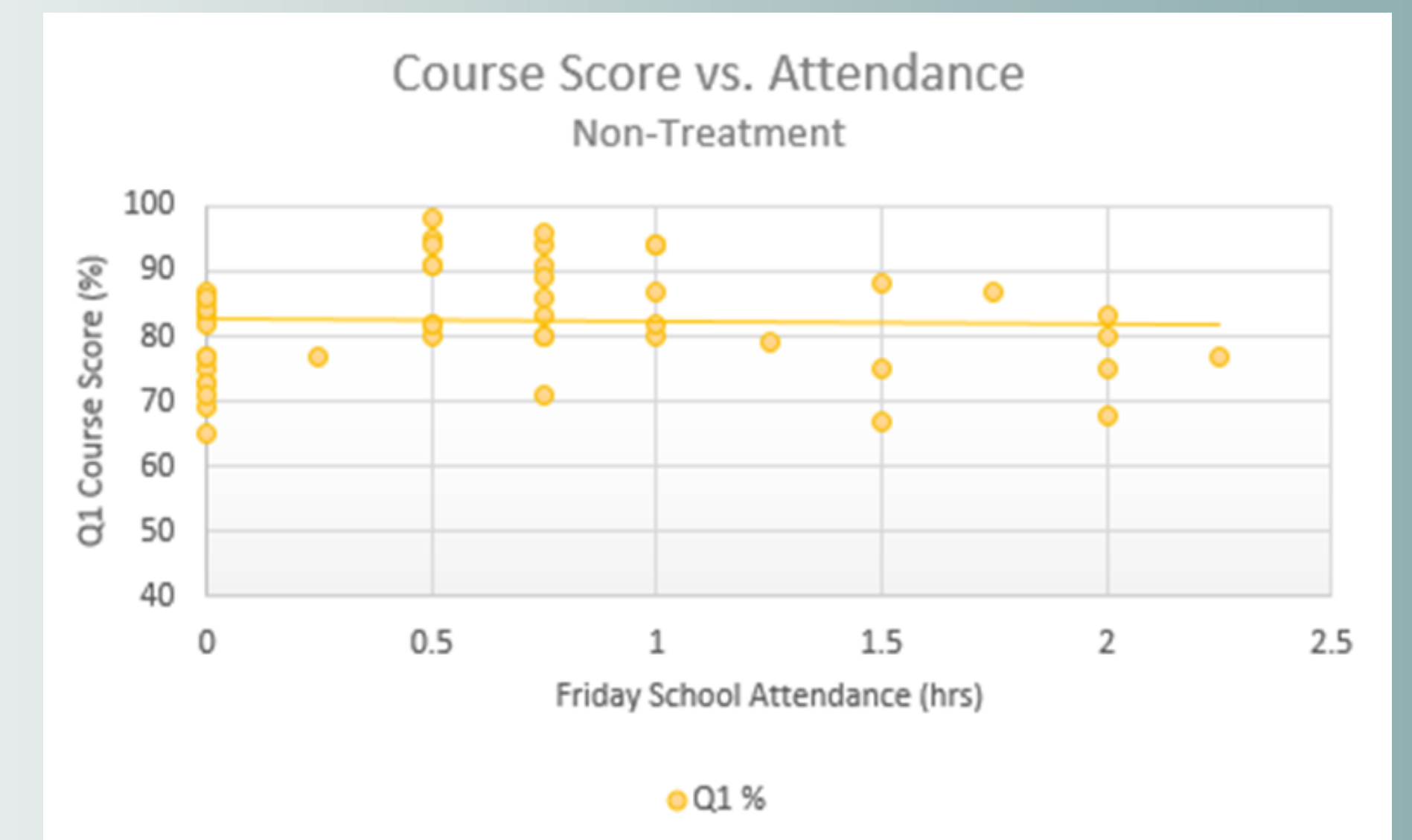
BHS has a 4-day school week. Fridays are used for a 2-hour tutoring intervention program, Friday School. The classroom teacher implements their own tutoring sessions with the goal of helping students with academic needs. Friday School is offered 2-3 times a month during the duration the school year.

Research Question

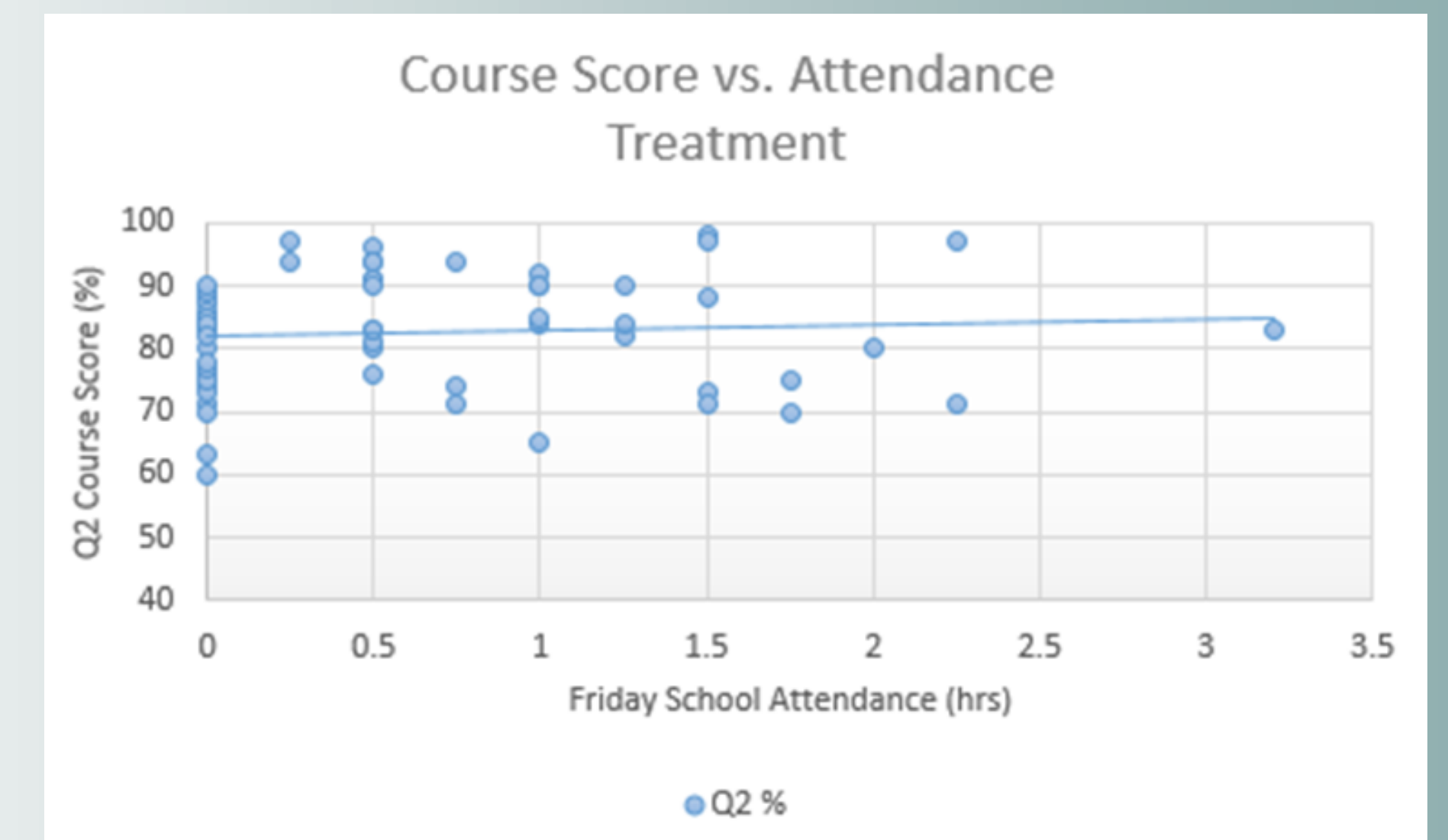
How does Burns High School student intervention program affect student achievement?

Sub Questions:

- ◆ What are the effects of the student intervention program on the classroom teacher?
- ◆ What attitudes do students have towards the student intervention program?
- ◆ What is the relationship between program attendance and academic achievement?
- ◆ How does implementing study skill in the intervention program affect academic achievement?



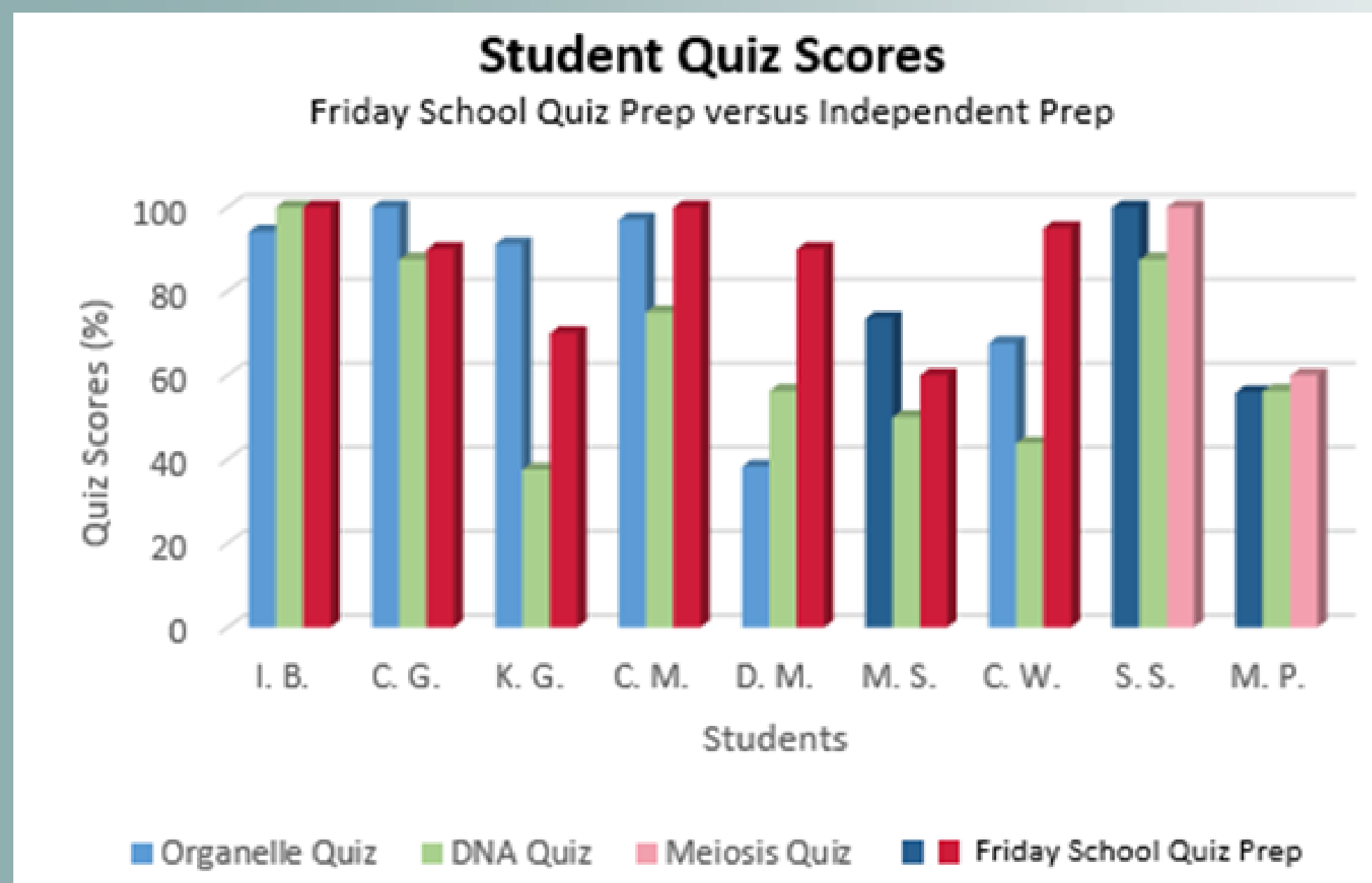
Non-treatment had no intentional interventions except to help students with their needs in science. The baseline for this graph was that students attended Friday School in science for a minimum of 15 minutes or they had lower than a 91% for Quarter 1



Treatment phase implemented a variety of study skills, intentional mentorship and help with student's needs in science. The baseline for this graph was that students attended Friday School in science for a minimum of 15 minutes or they had lower than a 91% for Quarter 2.

WHAT WE LEARNED?

- ◆ Some students who attended, achieved higher academic scores. 59% of students improved their grade by the end of the session they attended.
- ◆ 91% of students at the intervention program had positive attitudes and 95% found the program helpful.
- ◆ The classroom teacher was able to build better relationship with the students who attended.
- ◆ Some study skills that were implemented proved to be helpful in engagement and learning.
- ◆ Students who were on the “bubble” of pass/fail were more likely to pass science if they attended.



DARK BAR COLORS REPRESENT FRIDAY SCHOOL STUDY PREP
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