AN INTRODUCTION TO HIGH SCHOOL RESPONSE TO INTERVENTION

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Poll: Our Audience Today

Which of the following best describes your role?

A. Technical Assistance Provider
B. State Education Agency Staff
C. District-level Staff
D. High School Administrator
E. High School Teacher
F. Other
Session Agenda

- Introduction & Overview of HSTII’s Work
- Other Research on RTI at the HS Level
- HS Contextual and Implementation Factors
- Summary of Site Variations
- Topics for Future Webinars / Next Steps
Session Objectives

- To explain key components of the RTI framework and their application at the high school level.
- To identify and discuss the key contextual and implementation factors that influence the implementation of RTI at the high school level.
- To provide “real life” examples of how some high schools are addressing high school specific-issues.
High School Tiered Interventions Initiative (HSTII)

- Collaboration among three national technical assistance centers
  - Center on Instruction (Special Education Strand)
  - National Center on Response to Intervention
  - National High School Center
- Includes Technical Advisory Group of national RTI experts
- Goal is to enhance the understanding of how tiered intervention models are emerging in high schools.
HSTII Approach

- Identified high schools implementing tiered interventions based on recommendations from RCCs, RRCs & SEAs
- Contacted 51 high schools
- Interviewed 20 high school administrators
- Convened Technical Advisory Group
- Conducted 8 site visits
Essential Components of RTI Framework Applied to High School

- Tier I/Core Instruction
- Universal Screening
- Ongoing Progress Monitoring
- Tiered Interventions
- Data-Based Decision Making
Other Investigations of Tiered Interventions or RTI at the HS Level

- Effective Instruction
  - Literacy
  - Math
  - Content Areas

- Progress Monitoring
  - Literacy
  - Math
  - Writing
  - Content Areas

- Implementing and Managing Tiered Infrastructure
Site Characteristics Summary: General Demographics

Geographic Distribution of Schools
- Midwest: 3
- Northeast: 1
- Southeast: 2
- West: 2

School size variations: 450 – 3,400 students

Free/Reduced Lunch Program: 13-75%
Site Characteristics Summary: Student Demographics

Student Ethnicity

- African American/Black: 1-70%
- Asian/Pacific Islander: 1-15%
- Hispanic/Latino: 3-69%
- White: 2-95%
- ELL/LEP: 1-46%
School Schedules
- Block Schedule: 3
- Traditional Schedule (6-8 periods daily): 4
- Hybrid: 1

All schools using 3 or 4 tiered interventions model

All schools implementing tiered interventions to improve student achievement

Length of implementation ranges from 1-8 years

Most schools focusing on 9th and 10th graders

High School Tiered Interventions Initiative
Factors that Support Implementation of the Essential Components

- Leadership
- Intervention Providers
- Professional Development/Coaching
- Evaluation
HS Implementation Challenges

- Building adequate staff capacity
  - Buy-in
  - Knowledge and skills
  - Problem-solving

- Scheduling time
  - Instruction and interventions
  - Data analysis and planning
HS Implementation Challenges

- Accessing adequate and appropriate resources
  - Fiscal/human
  - Assessment
  - Interventions

- Fidelity
Question & Answer

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Contextual Factors Unique to RTI in HS

- Focus
- Culture
- Instructional Organization
- Staff Roles
- Student Involvement
- Graduation Requirements
- Stakeholder Engagement
- Implementation and Alignment
- Instruction and Assessment Resources
Guiding Questions

- What is the purpose and scope of RTI in your school?
- How do existing initiatives fit into the RTI framework?
- How do current special education program and instructional support practices align with RTI?
- Do you have additional initiatives at the high school that may hinder the implementation of RTI?
- If your school is structured using academies, how do the academies impact the focus of the RTI framework?
Contextual Factors Unique to RTI in HS: Site Visit Examples of Focus

- All sites identified improving student achievement as primary goal
- Targeted strategies based on their data
  - Reducing D’s and F’s
  - Existing initiative for reducing number of tardies
Guiding Questions

- In what ways do current practices, beliefs, and behaviors align with the goals and purposes for the tiered intervention framework?
- Where did the motivation for adopting the framework originate, and how might that affect the buy-in of staff?
- What changes might be required for staff to collaborate, examine student data, and act on what they learn from those data?
- What changes might be required to ensure that the needs of all students are addressed?
Contextual Factors Unique to RTI in HS:
Site Visit Examples of Culture

- Synergy between current beliefs and RTI language
- Small learning communities to facilitate connections among students and between students and teachers
Contextual Factors Unique to RTI in HS: Instructional Organization

Guiding Questions

- How does the staff create and/or adapt a master schedule that supports the needs of your school?
- How do single class periods, block scheduling, or a combination of the two best support your RTI focus and the delivery of tiered interventions?
- Are there any obstacles evident, given your current infrastructure?
- How do you support teachers in designating time to collaboratively make data-based decisions?
Contextual Factors Unique to RTI in HS: Site Visit Examples of Instructional Organization

- Master Schedule
  - Administrator as a “master scheduler”
  - 4x4 block schedules use “seminar”
  - Traditional 6-8 periods
    - Guided study halls
    - Elective time
Guiding Questions

- Who provides the additional interventions? How do you plan to support this new role for staff?
- How do special education, ELL, and/or behavioral specialists support the implementation of RTI?
- If RTI is implemented in more than one content area, how do you support content teachers in becoming more than “teachers of content”? 
- What supports, if any, do teachers need to deliver Tier I, II, or III instruction?
Contextual Factors Unique to RTI in HS: Site Visit Examples of Staff Roles

- Intervention/Classroom Instruction
  - Co-teaching Classes
- Data Team Members
  - Content Teachers
  - Special Education Teachers
  - Administrators
  - Paraprofessionals
  - Literacy Coach
  - School Psychologist
- Integrated Program Staff
Guiding Questions

How will students be involved in the implementation of RTI?

How will students be involved in the monitoring of their own progress?

What role will the student play in determining movement between tiers?

How will students be informed about the RTI framework?
Contextual Factors Unique to RTI in HS: Site Visit Examples of Student Involvement

- Student-Centered Problem Solving Approach
  - Collaborative decision making process
- Student Data Tracking
  - Graphic representations
Contextual Factors Unique to RTI in HS: Graduation Requirements

Guiding Questions

- What impact will additional tiered interventions have on graduation requirements?
- What credit will students receive for the intervention classes?
- How will the RTI framework support career and postsecondary education pathways?
Contextual Factors Unique to RTI in HS:
Site Visit Examples of Graduation Requirements

Tier II and Tier III interventions recorded as:

- “Study Hall” → no credit
- Elective credit
Guiding Questions

- How can you involve stakeholders in the design and implementation of RTI?
- How can you ensure that appropriate stakeholders are engaged early enough to ensure “buy in” for the RTI framework?
- Are in-school and wraparound services for at-risk students and students with disabilities aligned and coordinated?
- What types of training and support are needed to effectively engage and prepare stakeholders?
Contextual Factors Unique to RTI in HS: Site Visit Examples of Stakeholder Engagement

Stakeholder Involvement
- Parents invited to problem-solving meetings
- Build upon existing initiatives

Training and Support
- Overall RTI framework PD
- PD on individual interventions
- Small learning communities
Contextual Factors Unique to RTI in HS: Implementation and Alignment

Guiding Questions

- What other current or planned instructional and student support initiatives can be integrated to support the RTI focus?
- How can these efforts be aligned with the tiered interventions, especially in Tiers II and III?
- What options exist for scaling up RTI implementation over time to broaden the number of students, content areas, and/or interventions?
- How can existing human and fiscal resources be leveraged to facilitate the implementation and scaling up of RTI?
Contextual Factors Unique to RTI in HS:
Site Visit Examples of Implementation & Alignment

- Coordinated Initiatives
  - Positive Behavior Interventions and Supports (PBIS)
  - Advancement Via Individual Determination (AVID)
  - Check and Connect
  - Other school-wide programs

- Leveraged Resources
  - Staff roles (literacy coach, school psychologist, security staff, counselors, etc.)
  - Prioritize (existing PD, time, staff meetings, classroom space, etc.)
Guiding Questions

- How do school leaders and teachers determine if the instruction delivered in Tier I is high quality?
- How do school leaders determine what interventions to select and which data sources to use for screening and progress monitoring?
- What data support the use of particular interventions in the high school?
- What evidence informs the decision to use specific data sources for screening and progress monitoring?
- Are selected measures reliable and valid?
Contextual Factors Unique to RTI in HS: Site Visit Examples of Instruction and Assessment Resources

- Professional/Teacher Learning Communities
  - Weekly
  - Focused on student data

- Determining Interventions & Data Sources
  - Data from previous school
  - Avoidance of duplicating feeder intervention programs
Question & Answer

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Tentative Topics for Future Webinars

- Progress Monitoring
- Scheduling and Other Related Challenges
- Addressing Social-Behavioral Outcomes
For More Information

- National High School Center
  www.betterhighschools.org

- National Center on RTI
  www.rti4success.org

- Center on Instruction
  www.centeroninstruction.org