

AN INTRODUCTION TO HIGH SCHOOL RESPONSE TO INTERVENTION

Lou Danielson, Greg Roberts, Jenny Scala
February 11, 2010

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%

Site Characteristics Summary: School Information

- 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

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

The Q&A tab is located at the top of your screen.

→ Once you open the tab, in order to type in a question, place your cursor in the smaller box on the top, type your question, and click “ask.”

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

Contextual Factors Unique to RTI in HS: Focus

- 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



Contextual Factors Unique to RTI in HS: Culture

- 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

Contextual Factors Unique to RTI in HS: Staff Roles

- 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



Contextual Factors Unique to RTI in HS: Student Involvement

- 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



Contextual Factors Unique to RTI in HS: Stakeholder Engagement

- 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.)

Contextual Factors Unique to RTI in HS: Instruction and Assessment Resources

- 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

The Q&A tab is located at the top of your screen.

→ Once you open the tab, in order to type in a question, place your cursor in the smaller box on the top, type your question, and click “ask.”

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

