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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

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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

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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.

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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

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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

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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

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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

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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

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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?

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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?

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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

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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

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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?

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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

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Tentative Topics for Future Webinars

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

For More Information

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- National Center on RTI
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- Center on Instruction
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