






# **THE HIGH SCHOOL TIERED INTERVENTIONS INITIATIVE: KEY OBSERVATIONS AND CONSIDERATIONS**

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**High School Tiered Interventions Initiative**



## **Session Agenda**

- Introduction & Overview of HSTII's Work
- Other Research on RTI at the HS Level
- HS Contextual and Implementation Factors
- State Guidance on RTI at the HS Level
- Summary of Site Variations



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## Session Objectives

- To explain key components of the RTI framework and their application at the high school level.
- To summarize major research and implementation activities that focus on RTI at the high school level, including state policies and guidance efforts.
- To identify and discuss the key contextual and implementation factors that influence the implementation of RTI at the high school level.



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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

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## Other Investigations of Tiered Interventions or RTI at the HS Level

- Existing and ongoing research on some of RTI's individual components with secondary students
  - Progress monitoring & CBM
  - Literacy
  - Math (algebra)
  - Writing
  - Science/Social Studies
  - ELL
- Very limited research on effectiveness of RTI framework (as a system) with secondary students



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## Active Programs of Research

- Literacy Instruction and Progress Monitoring
  - Texas Center for Learning Disabilities (Fletcher, Francis, Vaughn)
 

The focus is effective instruction, with attention to the effect of interventions of differing intensity on the reading achievement of older struggling readers. The findings of the study will identify instructional features that are effective with students with a history of reading difficulties.
  - CREATE project (August, Francis, Vaughn, Linan-Thompson, et al.)
  - Secondary Intervention (Wexler, Vaughn, Roberts)



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## Active Programs of Research

- Math Instruction and Progress Monitoring
  - Project AAIMS (Foegen et al.)

This project examines effective alignment of algebra curriculum, instruction, and assessment for struggling students. Project AAIMS is also developing algebra assessment tools that can be used for monitoring the progress of students as they learn algebra. The measures' reliability, validity, and sensitivity to growth are of primary interest.



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## Active Programs of Research

- Writing Instruction and Progress Monitoring
  - *Writing Next* (Graham and Perin, 2007)

This report offers a number of specific teaching techniques that research suggests will help 4th- to 12th-grade students in our nation's schools. The report focuses on all students, not just those who display writing difficulties, although this latter group is deservedly the focus of much attention.



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## Active Programs of Research

- <http://www.texasldcenter.org/>
- <http://www.cal.org/create>
- <http://www.ci.hs.iastate.edu/aaims/about.php>
- <http://www.all4ed.org/files/WritingNext.pdf>



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## HSTII Site Characteristics Summary

- Geographic distribution in Midwest, Northeast, Southeast, and West
- School size variations from 450 to 3,400 students
- Free/Reduced Lunch participation from 13 to 75%
- Wide variations in ethnicity and ELLs
- Block, traditional and hybrid schedules



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## HSTII Site Implementation Summary

- Examples not exemplars
- Overarching purpose to improve student achievement
- Implementation time span from 1 to 8 years
- Focus primarily on 9<sup>th</sup> and 10<sup>th</sup> graders
- All schools using 3 or 4 tiered interventions



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## Factors that Support Implementation of the Essential Components

- Leadership
- Intervention Providers
- Professional Development/Coaching
- Evaluation





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## HS Implementation Challenges

- Building adequate staff capacity
  - Buy-in
  - Knowledge and skills
  - Problem-solving
- Scheduling time
  - Instruction and interventions
  - Data analysis and planning







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## HS Implementation Challenges

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








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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
  - Defined purpose and scope
  - Fit of existing initiatives into RTI framework
  - Alignment of special education program and instructional support practices
  - Additional initiatives that may hinder implementation
- Impact of academies and other structures






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## Contextual Factors Unique to RTI in HS

- Culture
  - Alignment with current practices, beliefs and behaviors
  - Origination of motivation and staff buy-in
  - Facilitation of staff collaboration to examine and act on student data
  - Assurances to address needs of all students






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## Contextual Factors Unique to RTI in HS

- Instructional Organization
  - Master schedule impact and modification requirements
  - Use of single class periods, block scheduling, or a hybrid to support tiered interventions
  - Obstacles in current infrastructure
  - Time for teachers to collaboratively make data-based decisions






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## Contextual Factors Unique to RTI in HS

- Staff Roles
  - Staff roles in providing additional interventions
  - Support from special education, ELL, and/or behavioral specialists
  - Subject area teachers becoming more than “teachers of content”
  - Support for teachers to deliver Tier I, II, or III instruction






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## Contextual Factors Unique to RTI in HS

- Student Involvement
  - Role in implementation of RTI
  - Monitoring their own progress
  - Determining movement between tiers
  - Informed about the RTI framework






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## Contextual Factors Unique to RTI in HS

- Graduation Requirements
  - Impact of additional tiered interventions on graduation requirements
  - Credit for intervention classes
  - Support for career and postsecondary education pathways






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## Contextual Factors Unique to RTI in HS

- Stakeholder Engagement
  - Involvement in the design and implementation
  - Engagement of appropriate stakeholders early enough to ensure “buy in”
  - Alignment of in-school and wraparound services for at-risk students and students with disabilities
  - Adequate training and support



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## Contextual Factors Unique to RTI in HS

- Implementation and Alignment
  - Integration of other current or planned instructional and student support initiatives
  - Alignment with the tiered interventions, especially in Tiers II and III
  - Options for scaling up RTI implementation over time
  - Leveraging of existing human and fiscal resources






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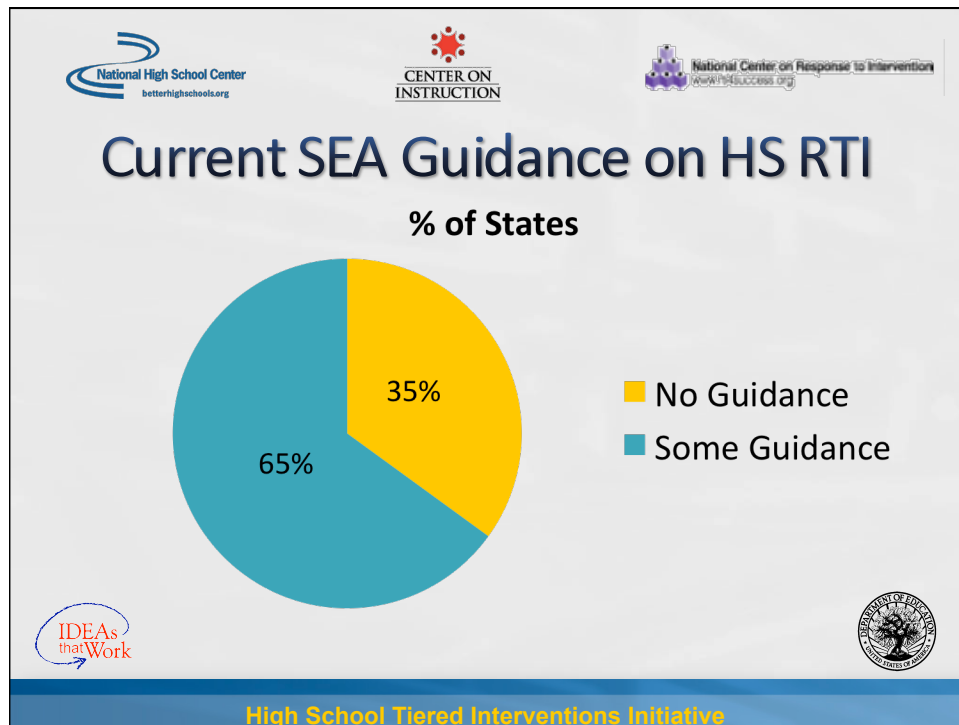







## Contextual Factors Unique to RTI in HS

- Instruction and Assessment Resources
  - High quality instruction delivered in Tier I
  - Selection of interventions and data sources to use for screening and progress monitoring
  - Data to support the continued use of particular interventions
  - Evidence base for using specific data sources for screening and progress monitoring
  - Reliability and validity of selected measures



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## Types of SEA Guidance

- Brief Reference in State Guidance Documents
- Secondary RTI Guidance Documents
- Implementation Resources for HS RTI
- HS RTI Professional Development
- Secondary RTI Tool Kit






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## SEA Guidance Example: Michigan

- Provides website page for HS RTI
  - Links to NCRTI and Action Network high school resources
  - List of factors that make high schools unique
  - High school PBS resources
- No scheduled professional development for HS RTI






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## SEA Guidance Example: Colorado

- Guidance Document: K-12
- RTI Tools and Resources: K-12
- Professional Development: K-12






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## SEA Guidance Example: Pennsylvania

- Guidance Document: *RTI for Secondary Schools: Guidelines and Recommendations*
- HS RTI Professional Development – Coaching and Training
- Secondary RTI Toolkit
  - *Readiness and Implementation: Self Assessment Tool for Secondary Schools*
  - Implementation Fact Sheet
  - Assessment and Intervention Resource Lists







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## For More Information

- National High School Center  
[www.betterhighschools.org](http://www.betterhighschools.org)
- National Center on RTI  
[www.rti4success.org](http://www.rti4success.org)
- Center on Instruction  
[www.centeroninstruction.org](http://www.centeroninstruction.org)



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