The Wa-Hi Way

RTI Implementation Journey
At Walla Walla High School
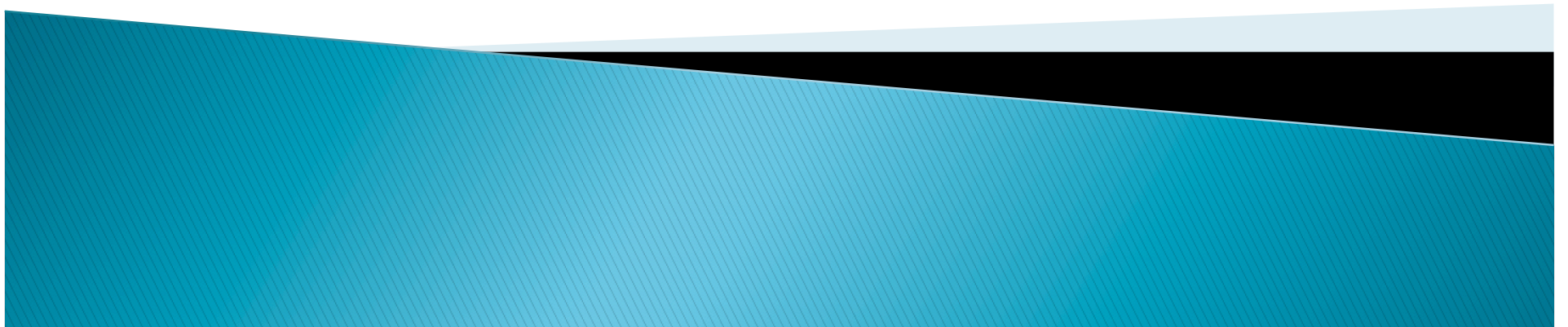
Who are we?

Enrollment		
October 2008 Student Count		**1,912**
May 2009 Student Count		1,848
Gender (October 2008)		
Male	957	50.1%
Female	955	49.9%
Ethnicity (October 2008)		
American Indian/ Alaskan Native	18	0.9%
Asian	38	2.0%
Asian/Pacific Islander	38	2.0%
Black	29	1.5%
Hispanic	571	**29.9%**
White	1,255	**65.6%**

Special Programs		
Free or Reduced-Price Meals (May 2009)	727	**39.3%**
Special Education (May 2009)	178	**9.6%**
Transitional Bilingual (May 2009)	115	6.2%
Migrant (May 2009)	29	1.6%
Other Information (more info**)**		
Annual Dropout Rate (2007-08)	22	1.2%
On-Time Graduation Rate (2007-08)	326	86.7%
Extended Graduation Rate (2007-08)	336	89.4%

Who are we?

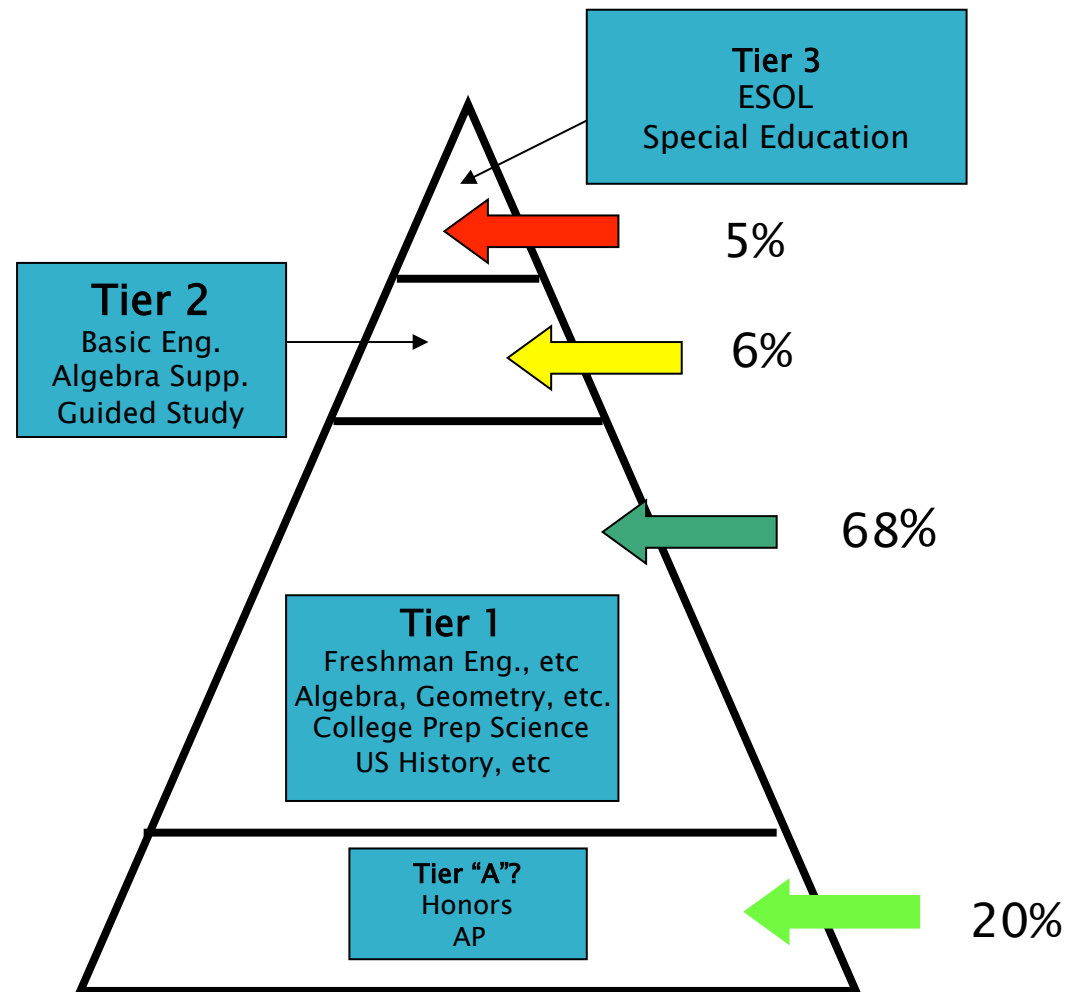| Teacher Information (2008-09)		
Classroom Teachers		96
Average Years of Teacher Experience		12.1
Teachers with at least a Master's Degree		80.2%
Total number of teachers who teach core academic classes		67
% of teachers teaching with an emergency certificate		0.0%
% of teacher teaching with a conditional certificate		0.0%
Total number of core academic classes		311
NCLB Highly Qualified Teacher Information		
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition		98.7%
% of classes taught by teachers who do not meet NCLB HQ definition		1.3%
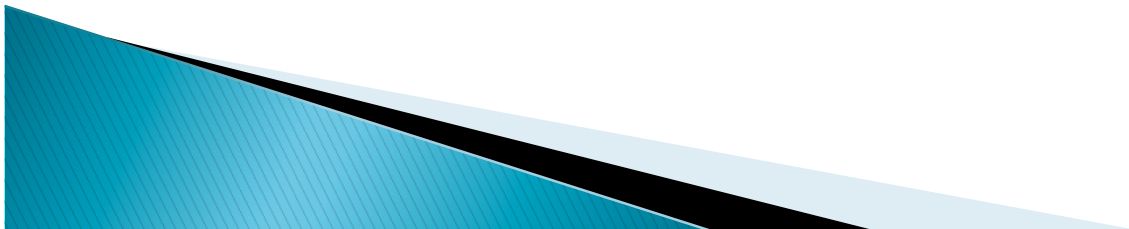
The Assessment Data Trend

Year	Reading	Math	Writing	Science
2003	52.1%	34.9%	56.6%	33.9%
2004	66.2%	40.2%	63.7%	37.6%
2005	75.1%	51.4%	70.4%	43.2%
2006	83.5%	56.0%	80.0%	48.7%
2007	84.1%	55.4%	84.6%	48.4%
2008	87.4%	52.1%	93.9%	53.0%
2009	85.3%	51.0%	91.2%	49.2%

Wa-Hi's Tiers

Tier 3
ESOL
Special Education

5%

Tier 2
Basic Eng.
Algebra Supp.
Guided Study

6%

68%

Tier 1
Freshman Eng., etc
Algebra, Geometry, etc.
College Prep Science
US History, etc

Tier "A"?
Honors
AP

20%

Our Journey

Literacy First (2003)
- School wide reading instruction strategies
- Intensive reading instruction
- Job embedded professional development

Literacy First
- Data driven student placement in English courses
- Instructional coaches
- Beginning of Tiered Instruction

PLC
- "Whatever It takes"
- Defined the work for professional learning communities
- Systematic efforts to address student achievement

Our Journey

Response To Intervention

PLC

What do we want our students to know?

How do we know they have learned it?

What do we do when they don't learn it?

What do we do when they do learn it?

The Work

Curriculum Alignment

Common Assessments

Data-driven student placement

Student Support Team

Tier II courses

9th Grade transition

OASIS

Professional Development

Literacy First

GLAD

Differentiated Instruction

AVID

Student Learning Protocol

Critical Friends Group

Standards Based Assessment

Tier II Intervention Classes

- Basic English classes at each grade level
- Co-Teaching model in English & Math
- Algebra Support
- Guided Study
- AVID elective classes
- Credit Retrieval Classes
- Twilight School

Challenges

- Innovative use of funds and resources
- Paradigm shift in teaching philosophy of high school teachers
- Earning grades vs. learning standards
- Matching 'right' teachers to 'right' kids
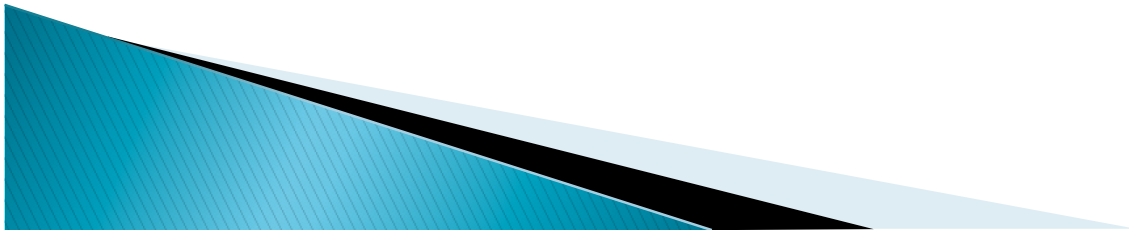- Accessing data, understanding data, using data
- TIME, TIME, TIME!

Teacher perspective

- The Joy
- The Challenges
- Curriculum adoption process
- Defining 'core' and 'more'
- Creating capacity within a department
- Finding the time
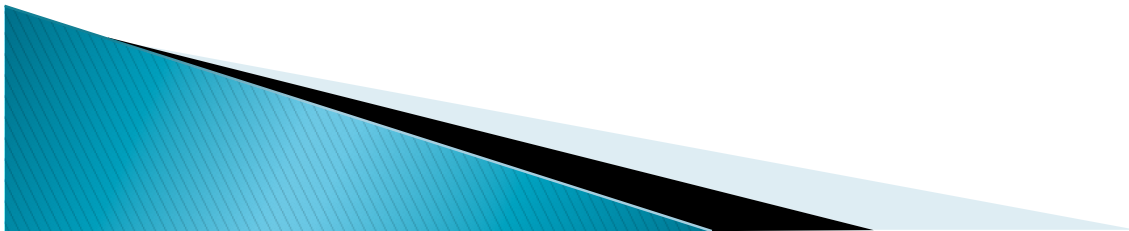
Recommendations for SEAs to support RTI implementation

- Coordination of programs and departments
- Coordinated, flexible funding
- Coordination of data collection
- Technology support
- Support for coaching, embedded PD
- Clearinghouse for research-based best practices in RTI
- Support for research-validated materials adoptions
- Support for collaboration time in districts
- Leadership of RTI stemming from Basic Ed, not Special Ed

OASIS Demo

- oasis.wwps.org