

Response to Intervention (RtI) Summit:

Tiered Interventions and Evidence-Based Strategies for Improving Student Outcomes in High School

Charleston, South Carolina

Role–Alike Session Meeting Notes
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SOUTHEAST COMPREHENSIVE CENTER

Advancing Research, Improving Education



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Reflection in Action–Rtl in High School

Academic Literacy

Academic Literacy

As you think about your role and responsibilities, what are the benefits of implementing tiered interventions in high school? Why?

- Improving outcomes and achievement for students
- Helping students to graduate and be college and career ready
- Building career thinkers; improving the global society

What are the challenges?

- Increasing knowledge base especially to increase buy-in of secondary level staff
- Getting best teachers to teach most needy students
- Leadership (need strong leaders, who understand and are actively involved)
- Time for professional study and scheduling
- Sense of urgency versus time to implement well

How could your office support the implementation of tiered interventions in high school? What strategies might you consider?

- Awareness to help districts understand RtI (professional development, build on what they're doing, coaching)
- Getting on the same page at state department of education (building a knowledge base, common language)

What would your office do differently in order to support schools and districts that are implementing tiered interventions in high school?

- Consider logistics, implementation levels
- Provide time (or a year of preparation) to build the model
 - work on culture
 - put interventions in place
 - understand the schedule (or how to schedule interventions)
- Understand components

Reflection in Action—Rtl in High School

Algebra

Algebra

As you think about your role and responsibilities, what are the benefits of implementing tiered interventions in high school? Why?

- Increasing student achievement by allowing struggling students additional time during the school day to access the algebra content standards
- Ideally, the teacher who teaches the student in the regular class is the teacher who provides the needed interventions

What are the challenges?

- Scheduling
- Time
- Getting best teachers to teach most needy students

How could your office support the implementation of tiered interventions in high school? What strategies might you consider?

- Recognize high schools that are implementing Rtl effectively and have them share with others the strategies that have worked for them

What would your office do differently in order to support schools and districts that are implementing tiered interventions in high school?

- Work on the culture in state departments to break down silos and share more
- Work with high schools to determine how to schedule for time during the school day to do interventions with students

Reflection in Action–Rtl in High School

College and Career Readiness

College and Career Readiness

As you think about your role and responsibilities, what are the benefits of implementing tiered interventions in high school? Why?

- Implementation of reading to student success—even in high school
- Large numbers of school improvement schools are high schools
- Improved graduation rate is the goal. . .“how do we do that”
- Goal is to access skills
- Finding a common area of intervention
- Use of career pathways
- Must have data and rationale for high school buy-in
- Number of students who aren’t successful makes mission URGENT

What are the challenges?

- Push- back
- Lack of understanding by leadership
- Time
- Money
- Messaging—the implementation of career and college readiness
- Resistance to “new” initiative
- Intervention = exam passage

College and Career Readiness

How could your office support the implementation of tiered interventions in high school? What strategies might you consider?

Strategies

- Keep data front and center
- Plan cooperatively with time to use the data
- Use ALL staff to help—"each one teach one"
- Have best teachers with neediest students
- Implement culture change to support the process of teaching all
- Use agency-wide focus on RtI
- Have all divisions and offices examine in light of Tier I support
- Use flexible scheduling
- Determine which "tent poles" need to be removed

What would your office do differently in order to support schools and districts that are implementing tiered interventions in high school?

State Department of Education Actions

- Professional development may need to be delivered differently
- Focus on high schools as well as elementary levels
- Help local education agencies (LEAs) to set priorities
- Help schools with data and professional development
- What impacts graduation rate? (gather and use this data to intervene)
 - attendance data
 - behavior
 - mobility
 - time on task
- Number of units required for graduation—looking at LEA leadership to hear from successful RtI schools

Reflection in Action–Rtl in High School

Positive Behavior Supports

Positive Behavior Supports (PBS)

As you think about your role and responsibilities, what are the benefits of implementing tiered interventions in high school? Why?

- Implementing PBS as part of RtI
- RtI could result in better allocation of resources—support services

What are the challenges?

- Translating state education agency (SEA) ideas to classroom level
- Social stigma of levels in high school
- Communication
- Policies
- Structuring the system
- Paradigm shift
- When doing right, hear “supports” not “tiers”

Positive Behavior Supports (PBS)

How could your office support the implementation of tiered interventions in high school? What strategies might you consider?

- Implementing after school programs—federally funded doing interventions
- Providing assistance with behavior—PBS
- Positive Behavior School Support Teams (PBSST)—taking special education support teams to Rtl. A lot of PBSST is related to Rtl.
- Communicating with LEAs at the local level

NEED TO:

- Use data more specifically
- Have all schools to have some components of Rtl
- Build upon current efforts
- Obtain buy-in from teachers by doing above and beyond
- Listen to teachers and administrators

What would your office do differently in order to support schools and districts that are implementing tiered interventions in high school?

- Determine how many parents are involved or informed about Rtl
- Encourage different levels of parent involvement in the Rtl process
- Examine information versus involvement
- Prevent disconnect between behavior and academics—connecting with SEA
- Create a framework for districts and schools to create their own tiered intervention process

Reflection in Action–Rtl in High School

Dropout Prevention/Transition

Dropout Prevention/Transition

As you think about your role and responsibilities, what are the benefits of implementing tiered interventions in high school? Why?

- Provides early intervention to meet student needs
- Prevents students from “falling” through the cracks
- Provides students with mentors
- Puts focus on student learning
- Provides a means to place “best” teachers where most needed
- Proactive not reactive
- Pushes data use

What are the challenges?

- Buy-in; culture
- Scheduling
- Finding time
- Fidelity of implementation
- Flexibility + anatomy

Dropout Prevention/Transition

How could your office support the implementation of tiered interventions in high school? What strategies might you consider?

- Coaching for district and campus leaders
- Offering “structure” to tiered efforts
- Providing Tiers II and III professional development
- Having state guidance to districts on Rtl implementation
- Alignment of other efforts
- Coordinating dropout prevention, systemic reform, etc., with Rtl

Reflection in Action–Rtl in High School

School Improvement

School Improvement

As you think about your role and responsibilities, what are the benefits of implementing tiered interventions in high school? Why?

- Data use for appropriate instruction
- Dropout prevention
- Providing instruction for all students
- Focus on students
- Best teachers with most needy students

What are the challenges?

- Changing culture
- Teacher quality
- Buy-in at all levels
- Leadership
- Funding
- Time/scheduling
- Effective use of time
- Fidelity

School Improvement

How could your office support the implementation of tiered interventions in high school? What strategies might you consider?

- Support for implementation from state department of education
- Find exemplars
- Use common language
- Involve core content in addition to special education
- Provide professional development and technical assistance
- Reallocation of resources to better utilize funds
- Provide state director support for needs improvement schools—daily support
- Use roles to allow for remediation during school hours
- Use contracts to control efforts
- Develop leadership

Reflection in Action–Rtl in High School

Response to Intervention

Response to Intervention

As you think about your role and responsibilities, what are the benefits of implementing tiered interventions in high school? Why?

- Help high school teachers to differentiate instruction
- Focus attention on student outcomes at the high school level. Focus on learning instead of only teaching.
- Data use—drilling down to students
- Get high schools to embrace professional learning communities (PLCs)
- Allows educators to work smarter
- Rtl has the power to help us reform our high schools

What are the challenges?

- High school is content specific
- The mindset that Rtl is an add-on
- Bringing all the pieces together—coordination of initiatives
- Coordination of supports
- Wrangling all the different messages from various technical assistance and professional development providers (e.g., consultants from within and outside the state) on Rtl
- Differentiation; whole class instruction all the time in high school
- Thinking outside the box to make things happen

Response to Intervention

How could your office support the implementation of tiered interventions in high school? What strategies might you consider?

- The power of follow-through
- Walk the walk—not just talk the talk
- Provide leadership
- Focus on grades 4 to 12
- Provide job-embedded professional development (PD). Schools want one-shot PD that has been limited positive impact on teacher behavior.

What would your office do differently in order to support schools and districts that are implementing tiered interventions in high school?

- Give district staff the power to think outside the box
- Coordinate initiatives and support
- Help districts/schools figure out how to leverage their funds to support Rtl PA model
- Ask yourself, “What can SEA boost?” Rtl is not just for kids that are struggling.