

Response to Intervention (RtI) Summit:

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

Charleston, South Carolina

State Team Session Meeting Notes
February 25, 2010

SOUTHEAST COMPREHENSIVE CENTER

Advancing Research, Improving Education



Copyright ©2010 by SEDL. All rights reserved.

No part of this document may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from SEDL or by submitting an online copyright request form at www.sedl.org/about/copyright_request.html. Users may need to secure additional permissions from copyright holders whose work SEDL included after obtaining permission as noted to reproduce or adapt for this document.

Rtl in High School–Reflection for Action

In your state, what would it take to advance the implementation of tiered interventions in high school?

- Creating a stronger connection with leadership training to get administrators on board
- Providing opportunities for school and district leaders to hear from teachers and practitioners that Rtl can be done; it is more than one model.
- The Rtl coordinator group needs to submit its best thinking about implementing Tiers I, II, III that results in a guidance document that shows that Rtl is not a separate program; it is a process.
- Continuous communication to coordinate state initiatives and present initiatives as part of Rtl
- Coordination of Rtl into monitoring
- Currently, we are incorporating the principles of Rtl into teacher standards and embedding it in all training.
- A need to understand that Rtl is not only for special education by most educators
- Create blocks of time for interventions
- Find universal screeners especially at the secondary level

What are your immediate next steps? Who else needs to be involved?

- Task force has been established to ensure oversight of projects and to align efforts
- Rtl guidance document is now available
- Facilitate more conversations out in the field with local school districts; take conversation out of the state's education agency (SEA) level
- Provide Rtl training to 9-12 content area teachers, graduation coaches, and special education
- Conduct Rtl implementation survey of local education agencies (LEAs) to find out what LEAs are doing
- Involve all teachers, superintendents, and deputies to increase the support level
- Bring in principals of model high schools as speakers
- Showcase model Rtl high schools. For example, write an article about a high school and district that is doing a good job with implementing Rtl.
- Conduct site visits of exemplars
- Plan a model schools summit for practitioners. Collaborate with student support team (SST) group to do a combined Rtl conference.
- Share information received at this summit with Rtl advisory and task force groups and others through presentations
- Incorporate information learned from this summit into our program
- Revisit family and parental involvement for essential elements of the Rtl process
- Fit and align 21st Century after-school piece with Rtl
- Build program or system to mentor students to support positive behavior and increase student and family engagement. SEA is rolling out a new counseling program.
- DO SOMETHING–Take action and stop only meeting about Rtl.

What challenges might come your way and how will you address them?

- Funding: SEAs have the challenge of a much more limited budget. Equipping the LEAs to implement Rtl in high school is a challenge due to budget shortfalls.
- Communication: Despite the care taken, when initiatives are “rolled out,” there is still a chance of miscommunication—need to have quality staff to handle that task of consistent message and common language/understanding. It is important to clarify what Rtl is and what it is not—need to refine that communication. For example some schools interpret Rtl as a special education program. Again, communication piece is critical.
- Lack of focus: There is lack of clear focus on Rtl in high school. SEAs should coordinate focus and use Rtl as the framework. Focus on key items such as universal screening can be key to having dialogue and coordination among departments that could break down “silos.” Also, SEA needs to focus on expanding Rtl to the four subject areas tested.
- Common language: Use a “pre-test” (10 items) or survey to see what the understanding of Rtl is, because terminology can get confusing (i.e., Tier 2 and Tier 3 are used as levels in other programs).
- Rtl awareness: Rtl is almost non-existent at institutions of higher education (IHEs, universities).
- Eight universities in my state are integrating “Class Keys” into teacher preparation programs, which could serve as a stepping stone/jumping off point to Rtl.
- Buy-in: SEA must ensure that Rtl is not seen as “one more thing.” Schools and district staff need to see it as things they are already trying to do to change and improve. Going from theory to practice.

How can SECC help your state with advancing implementation, moving forward, and addressing challenges?

- Organize topical webinars on Rtl in high school. Develop a video or webinar from the summit presentation and make it available on the SECC Web site.
- Connect SEA staff to experts (“right people”) through webinars, etc. For example, bring Newton High School principal to conduct Rtl professional development session and speak to our LEAs’ administrators.
- Host more regional conferences or work sessions on Rtl in high schools. For example, assist in the development of a leadership training on high school tiered intervention, using effective principals.
- Provide more information about the Council of Chief State School Officers’ (CCSSO) Next Generation of Learners (NxGL) project.
- Facilitate focus groups around Rtl in high school
- SECC can ask the difficult questions during our transition
- SECC could provide a comprehensive plan of work done so far to share what other states are doing
- Provide assistance with identifying universal screeners
- Research article on the graduation coach for publication
- Encourage (development of) research-based (resource) on Walla Walla High School Math Intervention
- Provide assistance with implementing Early Warning Systems for dropout prevention
- Provide Rapid Response briefs on model sites in the SECC’s five-state region that are implementing effective high school tiered intervention models