 <p>NEW ENGLAND COMPREHENSIVE C E N T E R</p>	<p style="text-align: center;">Webinar Synopsis</p> <p style="text-align: center;">Implementing Essential Components of RTI in High schools</p> <p style="text-align: center;">Presented by: Jenny Scala National Center on Response to Intervention</p>
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Overview of Presentation

- Contextual Factors unique to tiered interventions in high school
- Essential Components of RTI and secondary school examples
- NCRTI resources and Tools for secondary schools

Defining RTI:

The following definition was created by the Office of Special Education Programs (OSEP) and the National Center on Response to Intervention (NCRTI):

Part I: RTI is a framework that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems. This framework is often pictured as a triangle showing three levels of support.

Part II: RTI allows schools to identify students at risk for poor learning outcomes (screening), monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions based on a student's response. RTI also may be used as part of a determination process for identifying students with specific learning disabilities or other disabilities.

Please visit the NRTI website for a more detailed definition: <http://www.rti4success.org/>

Ms. Scala noted that the National Center no longer refers to *tiers of support* but rather *levels of support*. The Center found that all schools provided three levels of support: primary support for all students, secondary support for some students that needed additional assistance, and tertiary support for students who needed the most intensive level of support.

The Essential Components of RTI are highlighted in the second part of this definition and later in the presentation:

- **Screening** or the identification of students at risk for poor learning outcomes
- **Progress monitoring**
- **School-wide, Multi-level Prevention and Use System**
 - Primary Level
 - Secondary Level
 - Tertiary Level
- **Data-Based Decision making** to provide evidence-based interventions and to adjust the intensity and nature of those interventions based on a student's responsiveness. RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.

Contextual Factors Unique to Tiered Interventions in Secondary Schools

Most knowledge and research on RTI is still based on an elementary model. However, more research is now beginning to be done on the secondary model. For example, the Center on Instruction (COI) and the National High School Center (NHSC) collaborated with the NCRTI on the *High School Tiered Intervention Initiative* to learn more about RTI at the secondary level. More than 50 high school administrators were surveyed, 20 were interviewed and eight site visits were made as part of this initiative. The study found that there were nine contextual factors unique to secondary schools and that while the essential components of RTI were the same at the elementary and secondary level, how they were translated into practice were different at each level.

The Nine Contextual Factors:

- **Focus** - at the secondary level, the focus may not always include all students or all content areas. Examples of different foci included: reduce disciplinary referrals, increase literacy skills on state assessments, improve writing skills
- **Culture** - staff members may need to collaborate in new ways, think about implications of practice
- **Instructional Organization** - High school schedules are more complex. The use of leveled systems of support may require changes in scheduling to accommodate scheduling for interventions as well as time for staff to examine data.
- **Staff Roles** - determining which staff member is best qualified to provide the additional interventions is an important part of RTI at the secondary level.
- **Student Involvement** - Students should be involved in collaborative decision making regarding the role they will play in the RTI process, how they will monitor their own progress, and how they will assist in determining their movement between tiers.

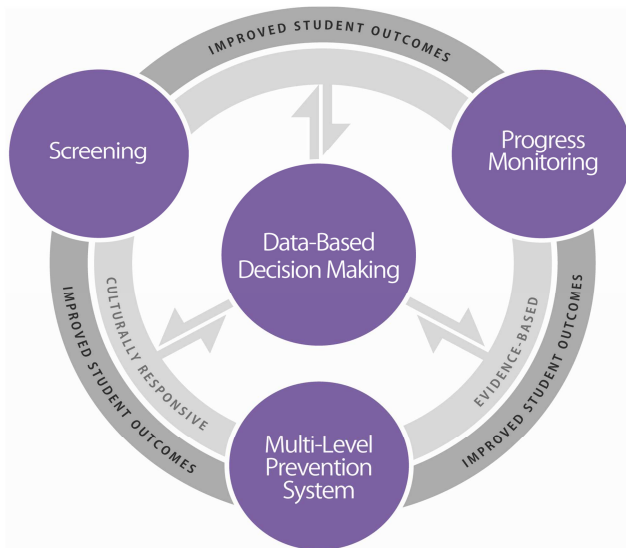
In addition, the following four contextual factors were also identified by the study, but not discussed in this presentation. These factors are also common in high school reform initiatives.

- Graduation Requirements
- Stakeholder Engagement
- Implementation and alignment of RTI with other school-wide programs
- Instruction and Assessment Resources

For more information about the contextual factors cited above, you may find the following resources useful:

- Brief: *Tiered Interventions in High Schools: Using Preliminary “Lessons Learned” to Guide Ongoing Discussion*; www.rti4success.org
- Webinar: The High School Tiered Interventions Initiative: The Implementation of Tiered Interventions and RTI in High Schools, February 11, 2010, www.betterhighschools.org

Essential Components of RTI



The triangle frequently used to represent the levels of RTI is just one aspect of RTI. The NCRTI graphic pictured here includes all the important pieces of RTI, with data-based decision making at the center. Factors in the outer ring lead to improved student outcomes.

The components and some illustrative examples follow.

Screening in High Schools

- Purpose: identification of at risk students based on learning and behavior outcomes related to the school’s RTI focus.

- **Focus:** varies based on school’s RTI focus. Could be a specific group of students in high school (e.g., students who did not pass high school state assessment) or all students (e.g., all incoming 9th grade students)
- **Tools:** use of valid and reliable measures of the school’s RTI focus. At the secondary level, findings show that often there is no need for a new screener. Can use existing data (e.g., 8th grade data; state assessments; grades, attendance and behavior tracking logs).
- **Timeframe:** varies based on school’s RTI focus and screening tools.

Examples of possible screening measures in high schools:

Focus	Measure	Frequency
Reading	Maze CBM	Conducted at the end of the 8 th grade year for students attending feeder middle schools; administered by the guidance department for new students within 6 weeks
Grades	Failure of one or more content area classes	Review conducted by guidance department 3 times a year
Exit exams	Failure to pass a state exit exam on its first administration	Review conducted by guidance department at the end of each school year
Behavior	Number of Office Discipline Referrals	Review conducted by guidance department in December and May

Progress Monitoring In High Schools

The purpose, focus, tools and timeframe are not too different from the elementary model; however, there are not many valid progress monitoring measures for different academic areas at the high school level at the present time. The NCRTI believes that the work being done regarding the CCSS will assist in the creation of additional progress monitoring tools for use at the secondary level.

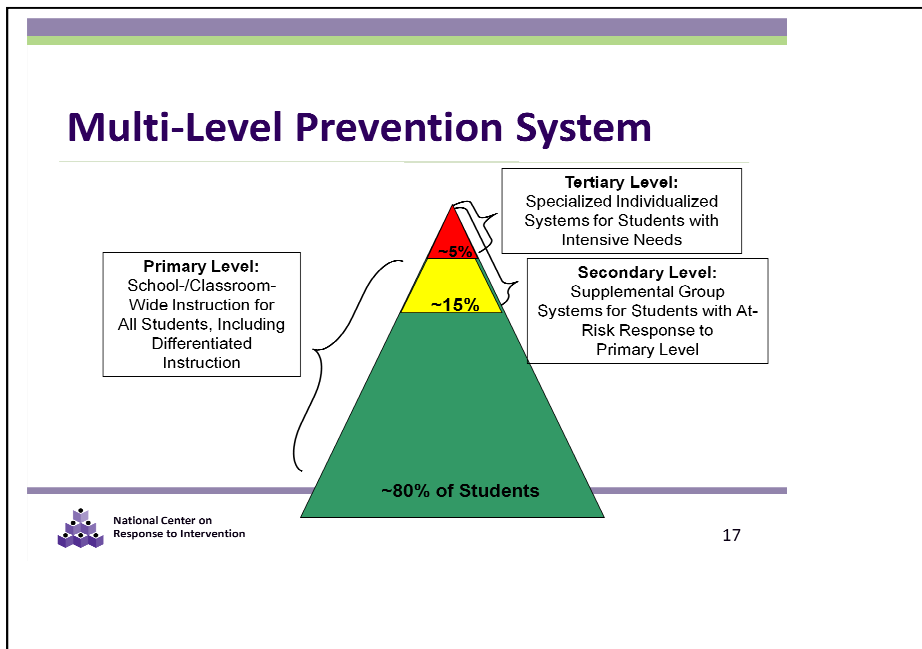
Examples of possible progress monitoring measures in high schools:

Level	Measure	*Frequency
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Primary	<ul style="list-style-type: none"> • Common Math Assessment • Common Writing Prompts • Grades • Attendance 	Monthly Semester/quarter 1st 20 days of school, quarterly
Secondary	<ul style="list-style-type: none"> • Teacher-developed Algebra CBM • Maze passage • D/F Reports • Time-sampling for behavior 	Every other week Weekly
Tertiary	<ul style="list-style-type: none"> • Measures embedded in intervention • Behavior tracking sheets 	Weekly

*Note that frequency of progress monitoring increases depending upon level.

Multi-Level Prevention System



- **Primary level** focus could be a specific group of students or all students. Instruction would follow the district curriculum and use research-based instructional practices aligned with state or district standards with embedded

literacy strategies in all content area classes. There would be continuous progress monitoring. Setting would be general education classroom or advisory period. Assessments would include screening, continuous progress monitoring, and other outcome measure aligned with the RTI focus.

- **Secondary level** focus would be the at risk students identified by a screener. The instruction could be either large or small group within an appropriate setting in the school. Assessments could be diagnostic, progress monitoring, or tracking behavior and attendance.

Possible Examples:

High School Example Secondary Level

	English/Language Arts	Algebra	Behavior
Frequency	55 minute periods, 5 days a week	55 minute periods, 5 days a week	40 minute period, 1 day a week during advisory
Instruction	Pre-teaching and re-teaching concepts from core curriculum; Reading Voyager	Pre-teaching and re-teaching concepts from core curriculum	Check and Connect
Instructors	All have Language Arts backgrounds	All have Math certification	Provided by an intervention specialist

- **Tertiary level** focus would be those at risk students identified by the screener or who have not responded to secondary level interventions. Instruction would be intensive at the individual or small group level using evidence based instruction. Would occur as a small group in the general education classroom, study hall or enrichment period but not necessarily in special education classrooms.

Possible Examples:

High School Example Tertiary Level

	Reading	Behavior
Focus	Students struggling in reading	Students with poor behavior
Setting	Delivered in a full class period by special education teachers	Delivered in a full class period by behavior specialist
Instruction	Individual or small group instruction, in addition to primary and secondary levels of prevention; Lindamood-Bell Learning, a published intervention program	Social skills intervention
Assessment	Program-based assessment	Functional Behavior Assessment

There is discussion among researchers that in upper middle school and high school students do not have to move sequentially from primary to secondary to tertiary levels. It is possible to skip

the secondary level and place students who are multiple grade levels behind directly into tertiary supports.

Data-Based Decision Making: the Basics

Data should be analyzed at all levels: i.e. school, district, state and all levels of prevention (e.g., primary, secondary, tertiary). Routines and procedures for making decisions, including decision rules for assessing students' progress and for entering and leaving a level (to avoid "tracking" of students), should be established as well as routines and procedures for sharing data. Data should be used to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies. Data can be reviewed during department monthly meetings or shared with the entire faculty during professional development "data days".

Types of decisions that can be made after examining the data include changes in instruction, movement within the prevention levels, and disability identification. Examples of data use at the high schools include:

- A paraprofessional uses Microsoft Excel to manage all students' screening and progress monitoring data
- Data reviewed during department and professional learning community monthly meetings to inform instruction
- Data shared with entire faculty during "data days" (1/2 days of PD held 3 times a year)
- Students receiving secondary and/or tertiary instruction given the opportunity every other week to view their progress monitoring data, set goals, etc.
- Parents are notified of students participation in secondary and/or tertiary levels of support with 2 weeks of placement

NCRTI Resources and Tools for Secondary Schools

For additional information you may contact Ms. Scala at jscala@air.org or visit the National Center on Response to Intervention newly redesigned website at www.rti4success.org. You can search for secondary school resources by typing in your key words into the advance search box found at the top right corner of the website: <http://www.rti4success.org/advance-search-view>