RTI at the Secondary Level: How Do We Do This?

2009 NASSP Convention

Sponsored by the RTI Action Network
Presenters

Jay Engeln
Resident Practitioner: Partnerships
National Association of Secondary School School Principals

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Department of Communication Sciences and Disorders
University of Central Florida

Tom Kelly
Principal
Palmer High School
Colorado Springs, CO
Presentation Overview

• An Overview of RTI
• The Link to *Breaking Ranks*
• RTI at the Secondary Level
• Myth-Busting
• A Model Program
• Wrap-Up, Resources, and Q & A
**Which is true of you?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>RTI is not yet being implemented in my district but I know it is coming.</td>
</tr>
<tr>
<td>B.</td>
<td>RTI is being implemented in my district. We are not implementing it at my school and I am relieved.</td>
</tr>
<tr>
<td>C.</td>
<td>RTI is being implemented in my district. We are not implementing it at my school but I would like it to be.</td>
</tr>
<tr>
<td>D.</td>
<td>RTI is being implemented in my district and I am afraid they are going to put pressure on me to implement it.</td>
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<tr>
<td>E.</td>
<td>RTI is being implemented in my school and I am overwhelmed.</td>
</tr>
<tr>
<td>F.</td>
<td>RTI is being implemented in my school and things are going great.</td>
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Strategies that Work for All Students

Breaking Ranks & RTI
Ensuring a range of options and programs for all students.
RTI & Breaking Ranks

Critical Interrelationships

Learning Environment

Coordination of Services

Resources

Positive post-school outcomes

Career Preparation

Graduation Rates

Personalization

Meeting AYP Relationships

Personal Adult Advocate

Families as Partners
Shared Agendas

Breaking Ranks

Personalization

Individual Learning Styles

Personal Adult Advocate

Integrate Assessment into Instruction

Families as Partners

Coordinate Delivery of Physical, Mental Health and Social Services for youth

Personal Plans for Progress

RTI
Student Discipline
Referrals & Suspensions

- Referrals:
  - Total: 3157
  - 2988
  - 2257
  - 855

- Suspensions:
  - Total: 698
  - 539
  - 288
  - 122
Holmes Middle School
Percent Proficient/Advanced on CSAP
MATH

2004-07, 40% increase free/reduced lunch
STUDENT ACHIEVEMENT OUTCOMES
Doherty High School

• Moved from “Average” to “High” on Colorado School Accountability Report last four years.
• 57% Reduction in Freshman Failure Rate
• Graduation Rate 2006: 84.1% (+12%)
• 62% increase in enrollment in AP classes and 25% increase in Honors classes.
  (20% increase in Free/Reduced Lunch)
What’s on the Horizon with RTI

Dr. Barbara J. Ehren
University of Central Florida
This piece is about:

- Dispelling Myths
- Seizing Opportunities
- Avoiding Pitfalls
RTI is a special education initiative.

RTI is a system wide effort involving school improvement that involves general education, compensatory education and special education.
All “scientifically based” instruction/intervention practices and programs are equal.

“Scientifically based” can mean anything from the developer read a journal article once to a fully experimentally tested practice/program.
Literacy is not the job of secondary educators.

All educators in secondary settings need to share responsibility for the literacy acquisition of all the learners in that setting, including typically developing students, students with disabilities, students of poverty and students for whom English is a second language.
Three-Tiered Version

- **Primary Instruction**
- **Secondary Intervention**
- **Tertiary Intervention**

Tier 1: 80-90%
Tier 2: 5-10%
Tier 3: 1-5%

Ehren, Ehren & Proly (2009)
Prevention: High Quality Core Instruction

Intervention: Increasingly Intense Assistance Outside of Special Education

Determination of LD: Comprehensive Evaluation, Including RTI Data to Explore the Existence of a Disability

Ehren, Ehren & Proly (2009)
• Beliefs
• Practices
Beliefs

- All students can learn.
- One size does not fit all in learning.
- Waiting for students to fail is not a good approach.
- Research has value in guiding education.
- Assessment is crucial to instruction.
- Education is a partnership.
- There is no quick fix.
- The system will change only if I change.
Practices

• Teachers use sound instruction.
• Fidelity of scientifically based methods is ensured.
• Options are offered to meet learning needs.
• A committee or team coordinates supports.
• A data management system exists.
• Data are used to inform instruction and service delivery.
Practices

• *Teachers, support personnel and administrators work together to meet the learning needs of all students.*

• *Teachers and administrators participate in going professional development*
Changing Roles of Professionals
- Shared responsibility for outcomes of ALL students
- Commitment to evidence based practice and data-based decision making
- Willingness to learn from each other
Classroom Teachers

- Accepting differentiated instruction
- Engaging in more direct interaction with instructional support personnel
- Altering instruction based on data
Special Education Teachers

- Having high expectations and committing to standards
- Redefining roles with students who are not eligible for SPED
- Collaborating with teachers and other instructional support personnel
Reading Specialists

- Integrating their work within content areas
- Assuming a coaching role
- Collaborating with teachers and other instructional support personnel
School Psychologists

- Abandoning “referral” orientation
- Taking an active role in assessment for instruction (CBM)
- Collaborating with teachers and other instructional support personnel
Speech-Language Pathologists (SLPs)

• Assuming roles with literacy (move beyond being the “speech teacher”)
• Orienting therapeutic intervention to the curriculum
• Collaborating with teachers and other instructional support personnel
Litmus Test for Roles

1. Tasks/activities in which professionals are involved make use of their unique contributions.

2. FAPE is being provided to students who have IEPs.

3. Their job is doable (i.e. the workload is reasonable).
Over Reliance on **Support** Education

Present

Future

Don Deshler
Over Reliance on **General Education**

Don Deshler
Balancing Tiers

- All tiers should be developed in a school
- Perhaps not all at once
Goal: Balanced Strength
• It is a problem to think of each tier as separate and discrete.
• Interrelationships and fluidity of movement are keys.
Alternative Three-Tiered Version

Tier 1

Tier 2

Tier 3

Ehren, Ehren & Proly (2009)
Movement Across Tiers

• The issue is RESPONSIVENESS.
• Movement depends on progress trajectories and benchmarks.
• The idea is that students get the supports they need when they need them.
• Time and place definitions of tiers can be obstacles to fluidity.
Delays in Needed Services
• Students with disabilities should not have to go through preliminary tiers when they need special education services.
• Appropriate services are provided to students when they need them.
• “Specialized instruction” needs to be defined.
“To ensure that every student finds success at Palmer High School;
Strong communication between staff and parents is the cornerstone of our belief that no student should perform at a level that is below his/her true academic ability.”
RTI

Academic Intervention Checklist
Current Tier 1 (in classroom):
• RICA
• WAC
• Thinking Maps
• Best Practices (McREL) strategies
• Differentiated Instruction
Other Tier 1 (out of classroom):

- Summer Institute
- AE
- PLC
- Link Crew
- After school tutoring
- Focus on relationships
- Positive and consistent non-negotiable and Positive Behavior Support (PBS) being implemented
- Teachers contact/conference with parents
Current Tier 2:
• Read 180
• Academic Literacy
• HSS
• A Team (science and social studies directly supported by Academic Literacy)
• 9th thru 11th Grade Math Tutorial
• Short-cycle math and reading assessments for tutorial students
• Fundamentals Classes
• SSS (Student Success Skills….counseling department)
• Tutoring Center
• Truancy Review Board
• PreVent Team
• Child Study
• Saturday Grade Recovery Program
• English Credit-Recovery class (sem. 2)
• Sept. 26 Parent-Teacher conferences
Current Tier 3:

- Pull-outs (social skills, counseling/sw consults)
- Corrective Reading
- CBI/CFS
- 504
- IEP
- Successmaker (math and reading)
Improve Student Achievement/Learning

• Intention: Measurable, Informed, Targeted

• Procedure: PDSA- Pick 10 students

• Outcome: Meaningful learning/teaching goals, collaborate with colleagues, affect student growth.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student’s grade level</th>
<th>Conference Date &amp; Time</th>
<th>List Conference Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 10 11 12</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Student’s strengths/assets</th>
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<tr>
<td>Course</td>
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<tr>
<td>Current grade in class</td>
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</table>

<table>
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<tr>
<th>Area’s) of concern</th>
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</thead>
<tbody>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Student</td>
</tr>
<tr>
<td>Parent</td>
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<tr>
<td></td>
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<tr>
<td>Student</td>
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<tr>
<td>Parent</td>
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**Plan of action**

Describe the plan of action and desired outcome

<table>
<thead>
<tr>
<th>Teacher Role</th>
<th>Student Role</th>
<th>Parent Role</th>
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**Follow Up Plan**
Data Folders

- Longitudinal data of student work.
- To be reviewed by administrator with each staff member quarterly.
- Based on reading writing, science and math scores.
<table>
<thead>
<tr>
<th>PLAN: Write measurable goals</th>
<th>DO: (What steps can I complete to reach my goals?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Review your data sheets and identify sub-content areas you may need to work on)</td>
<td>I Will……</td>
</tr>
<tr>
<td>For example:</td>
<td>1. __________________________________________</td>
</tr>
<tr>
<td>I will increase my _____________ score by</td>
<td>2. __________________________________________</td>
</tr>
<tr>
<td>(content area)</td>
<td>3. __________________________________________</td>
</tr>
<tr>
<td>_____________ points to achieve a proficiency rating of</td>
<td></td>
</tr>
<tr>
<td>(#)</td>
<td></td>
</tr>
<tr>
<td>_____________ in the low, middle or high</td>
<td></td>
</tr>
<tr>
<td>(PP, P, A)</td>
<td></td>
</tr>
<tr>
<td>range ___________.</td>
<td></td>
</tr>
<tr>
<td>(L,M,H)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>ACT: What do I do if I have not met my goals?</th>
<th>STUDY: How do I know I’ve met my goals?</th>
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<tbody>
<tr>
<td>For example: (write homework goals, attend homework help, tutoring)</td>
<td>Homework and class assignment grades</td>
</tr>
<tr>
<td></td>
<td>CSAP</td>
</tr>
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<td></td>
<td>MAPS</td>
</tr>
<tr>
<td></td>
<td>Classroom Assessments</td>
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<tr>
<td></td>
<td>Common Writing Assessment</td>
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<td></td>
<td>Reading/math CBM probes</td>
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How to Inform Your Goals

• MAP
• CSAP
• Lexile
• ACT
• Zangle
• Student Learning Survey
• Department Short Cycle Assessments
Students that need extra support!

Problem Solving Team
Finding Key Reports In EASY

Achievement Sample

Achievement goal:
I’m going to look at the factors that might predict student success in honors chemistry class. Specifically, I’m going to monitor the progress of students who are currently in my class that would be considered ‘at risk’ for underachieving… students who have not scored proficient or above on CSAP science and/or CSAP math, who did not receive a recommendation from their previous science teacher, those who earned unsatisfactory grades (D, F) in their last science and/or math class, and those who have attendance issues. (I may also look at MAPS testing.) Comparing these risk factors to actual performance will tell me if there is a connection between the two. If so, I will work at designing an intervention for said students, whether that be weekly check-ins, mandatory study sessions, etc. The goal being to improve the success rate (as indicated by class grades) of students enrolled in honors chemistry.

4.1 The teacher collects and uses data to improve class and individual student performance.

I’m going to work at integrating best practices with the use of technology. I now have access to an incredible variety of technology (clickers, Interwrite tablets, ceiling mounted projection system, document projector, VoiceThread, podcasting, web-site, CBL technology, new software, etc.) that I need to learn how to use… and then how to use it most effectively… reflecting best practices.

8.0 The teacher incorporates best practices into the classroom learning system.
Relationship Sample

- Relationship goal:
- I’m going to work on improving my relationships with students through the use of technology and chemistry journals. Specifically, I think the use of technology will improve students’ interest in the course content and will help motivate them to achieve. One aspect of the chemistry journal will be providing the students the opportunity to reflect upon their learning and provide feedback to me as a teacher and to themselves as learners.

- 3.2 The teacher builds positive relationships with customers.
- 3.3 The teacher monitors student and stakeholder satisfaction.
- 5.2 The teacher involves and educates students to be leaders in improving their class learning.
Tutoring Center Mission

The Tutoring Center is here to help Students reach goals, to encourage independent learning, and to build confidence by offering the specific help needed in a timely manner. We are here as advocates and to support student efforts.
Supporting Students

• Pull from Study Hall for
  – Skill remediation
  – Formative test corrections and retakes
  – Test Preparation
  – Assignment Completion
  – Frequent Conferencing

• Contact with Parents, Teachers and Counselors
• Primarily serves freshmen students in all core content areas
• Student Walk-ins and Stakeholder Referrals encouraged
• After School Support for Math (Tues/Thurs) and Writing (Thurs)
• D/F Monitoring
• Tier 2 and 3 Intervention for RtI
• Flexible delivery system for interventions
Staff Support

- Assistance in Reducing Failure Rates
- Increased Assignment Completion
- Collaboration and Problem Solving
- Data Tracking (D/F lists and other)
- Shared Responsibility for toughest to reach students
- PLC Involvement (Math, English, Social Studies, so far…)
Tutoring Center Success
Measuring Results in the Tutoring Center: Quantitative Analysis

• Demand: Volume and Frequency
• Impact on Classroom Grades (D/F reports and Quarter Grades)
• Impact on Common Assessments (Summative and Formative), still in need of development
• Comparison to last year overall
Volume

• Approaching 3 billion served!!!
• Just kidding

• 5,000 visits to the Center…of course quality is better than quantity.
Use by Program Area

Tutoring Center Use by Program and Grade Level

Grade

Percent of Grade Level Program Using the Tutoring Center

- Regular
- Honors/AP
- IB
- Special Education
- ELL
- Drop/Transfer

0% 10% 20% 30% 40% 50% 60% 70%

Grade

9 10 11 12 Totals
Use by Grade Level

Percent of Total for Tutoring Center Use

Grade | Percent of Total
--- | ---
9 | 60%
10 | 10%
11 | 10%
12 | 0%
9th grade

Students with More than 2 F’s at semester (regular and honors)

2007-2008: 25%

2008-2009: 18%

A decrease of 7% !!
Math Success for Quarter 1

TC visits impact on Freshmen Algebra Grades
For At Risk Population based on CSAP Scores and Referrals

TC visits per week

Grade in IAG 1/2

- A
- B
- C
- D
- F

Avg Visits per week
9th Grade Math D/F Total Success rates and Success rates for those selected for Tutoring Center Support

C or Better in IAG with Intervention

- Percent Passing with C or better
- Week 5 Q1 P 6 7 8 9 Q1 11 12 13 14 Q2 P 15-16 17

Lines:
- Total Alg
- Intervention 2
Qualitative Measures in the Tutoring Center

- Early Assistance with Supplies for Low SES Population
- Consult & Collaboration
- Student Comfort Levels (self-referrals on the rise)
- Parent Feedback about the Resource
- More Timely Support for struggling students
- Increased Engagement and Ownership (building work ethic and resilience)
Needs and Concerns: Shared Responsibility and Accountability for Student Success

• Teacher communication
  – Expectations
  – Preemptive measures
  – Assignment Access
    • Internet or I:drive
    • Dropped off or Emailed to Tutoring Center

• Modified assignment Deadlines?

• Formative Assessments?

• Consistent Zangle Input for Grade monitoring
  – Sorted by missing work, Send Referral to Tutoring Center
Best Hopes

- Reduction in Credit Deficiency
- Increased Graduation Rates
- Increased Test Scores (CSAP, MAPS, Common Assessments)
- Early, preventative intervention ideally means less restrictive measures
- Continued Collaboration with PLC’s to respond to data
Next Phase of Implementation

• Involve teachers through use of supervision time, specific to their content, in an expanded tutoring center
• Use of Computer software for entering Tier 1 interventions as a means to refer to the problem solving team
• Changing role for special education teachers (consultants, study skills instruction)
• Increased collaboration with Middle School Feeders for better placement choices for incoming freshmen
For more information

Contact Tom Kelly at 719-328-5002
Kellyt@d11.org
Print Resources

Available to purchase at the NASSP store online at www.principals.org:

*Breaking Ranks II: Strategies for Leading High School Reform*

*Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform*

*Breaking Ranks: A Field Guide for Leading Change*


Web Resources

http://www.rtinetwork.org/Learn/Why/ar/RadarScreen

IDEA Partnership – ideapartnership.org

National Association of State Directors of Special Education RTI Project – nasdse.org

National Center on Response to Intervention – rti4success.org


National Research Center on Learning Disabilities (NRCLD) – nrcld.org

Project MP3 – lehigh.edu

RTI Action Network – RTINetwork.org
Contact Information

RTINetwork.org

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nkordestani@ncld.org