Implementing RTI at the Secondary Level

This session will examine the key indicators for consideration when identifying and intervening with struggling students. Specific program interventions and scheduling issues pertinent to high schools will be examined.
ABRI Process

District
Training Resources

School
Coaching Leadership

Classroom
Management Instruction

Identify predictable student failures
Develop Effective Intervention Strategies
Systemic Intervention with Fidelity
Evaluation of Fidelity and Outcomes

RtI: 3-Tiered Model

Primary Prevention:
school-wide or class-wide systems for all students and staff

Secondary Prevention:
supplementary strategies for students who do not respond to primary

Tertiary Prevention:
specialized & individualized strategies for students with continued failure

~80% of Students

~15%

~5%

Keys/Features
- Teaming & Fidelity
- Prevention
- Multi-tiered
- Consideration of instructional history as an establishing operation
- Coaching Sustainable Systems

Non-Responders
The Secondary Level

- Identification and Prediction
- Intervention
- Implementation with Fidelity
- Evaluation of Outcomes

Components of A Strong RtI Model

- Incorporates a regular screening process
- Includes evidenced based practices
- Instructs with preventative methodology
- Integrates progress monitoring
- Uses diagnostic assessment to align intervention
Focus on Secondary Schools

- Units of study
- Class schedules
- Electives
- Departments
- Assessment
- School Culture
- Time
- Athletics
- Resources


School concerns...

- “It (RtI) doesn’t work in high school.”
- “I already covered those topics in class.”
- “High school students should know how to behave.”
**Facts**

- RtI can be successfully implemented in high schools.
- Models address both academic and behavioral areas of concern.
- Schools continue to address academic and behavior issues through instruction.

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**Example: Behavior**

![Bar chart showing August Behavior Events for Middle/High School](chart.png)

- **August 2009**: 58 events
- **August 2010**: 29 events

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Month
### Sample School Plan—page 1

**School:** Sample High School  
**Date:** xx/xx/xx

<table>
<thead>
<tr>
<th>Topic Areas</th>
<th>Historical Perspective</th>
<th>Current Intervention</th>
<th>Status (Data)</th>
<th>Action Plan</th>
</tr>
</thead>
</table>
| **Behavior** | Inconsistent responses to behavior  
- Volume of discipline events  
- Time away from instruction | Collect and analyze data  
- School wide approach to positive behavior intervention  
- Training in pbis  
- Develop a hierarchy of interventions  
- Develop a school-wide plan for administrative response | Behavior incidence chart  
CARDS: school wide behavior intervention acronym  
- Hierarchy of interventions chart | Plan for dissemination to teachers by xx/xx/xx  
- Plan for teacher training by xx/xx/xx  
- Plan for dissemination to students by xx/xx/xx  
- Posters displayed throughout building by xx/xx/xx |
| **Academic** | Student achievement scores  
- Student achievement toward graduation (credits)  
- Course failures (English and Math)  
- Course Failures (all courses) | Creation of additional courses  
- Team meeting discussion of student progress  
- Scheduling of students | Number of student failures chart  
- Credit recovery (number of students involved)  
- End of the year recovery plan  
- Student mentoring program (number of students involved)  
- Parent contact for students with course failures | Review student failures numbers  
- Identify and place for credit recovery as appropriate  
- Develop a plan for end of year recovery  
- Considerations for summer school  
- Celebrate student academic accomplishments |

### Sample School Plan—page 2

**Date:** 10/12/2010

<table>
<thead>
<tr>
<th>Topic Areas</th>
<th>Historical Perspective</th>
<th>Current Intervention</th>
<th>Status (Data)</th>
<th>Action Plan</th>
</tr>
</thead>
</table>
| **Attendance** | Increased Truancy  
- Decrease in student graduates  
- Tardiness | Collect and analyze student information  
- Review information at team meetings with DPP | Attendance chart for the school year by month  
(comparison with previous school year)  
- Chart addressing student tardiness  
- Student mentoring program: ID students and document interventions | Take actions in accordance with school and district policy  
- Continue mentoring program  
- Celebrate attendance of students |
| **Communication** | Dissemination of information to staff  
- Time devoted to teacher discussions | Creation of teams  
- Discussion of items at team meetings  
- Increased e-mail communications | E-mails addressing PBIS/data/CARDS and discipline | Request minutes from departmental meetings sent to administration following team meetings |
Considerations
- Number of course options available
- Focus on literacy and mathematics within constructs of all courses
- Systematic approach addressing literacy and mathematics
- Curriculum addresses student needs
- The fidelity in which the curricula are being implemented
- Rethinking the high school “way of doing things”
  - Student perspectives
  - Teacher perspectives

% of Failures in High School Math and English Courses

- Alg I: 13%
- Alg II: 7%
- Geom: 13%
- Eng I: 13%
- Eng II: 6%
- Eng III: 2%
- Eng IV: 2%
- Other: 44%

N=354
Scheduling

- Block Scheduling
- Semesters
- Trimesters
- Year-long courses
- 6 week credits
- Number of elective opportunities
- Amount of time per class/block/period
- 9 week by 3 week years
- Fall/Spring week breaks
- Assessment windows
- Start time, end time
- Credit option, pass/fail

Electives

- Number of opportunities can impact the intervention options
- Creating new electives (process)
- Length, duration and frequency
- Consider what research says regarding interventions at the secondary level
- Courses for “no credit”
- Instruction
- Instructor
- Materials (age appropriate) use for intervention at the secondary level

Considerations

CAUTION
Departments
- Departments by specific course
- Acknowledge and focus on specialized training of staff
- Allow for staff input of ideas/solutions
- Move toward communities of professionals, looking for opportunities to share information

Identify opportunities to acknowledge unique characteristics—create opportunities to share those unique characteristics

Assessment/Screening

Assessment
- State assessments
- District/school assessments
- Course assessments
- Program specific assessments (software programs or direct instruction programs)

Screening
- Use of assessments as screening tools
- Software programs used for screening and identifying
- 9+ years of school history

Use assessment data for decision-making about the universal core curriculum in addition to use as a diagnostic tool for individual students.
Culture

- Defining characteristics of your school
- Demographics
- Specialized instructional programs
- Geographic indicators
- Resources
- Impact on attendance, course selection, participation in afterschool activities, etc.

High School Behavior Events by Grade Level

August to November 2009

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Events</th>
</tr>
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<tbody>
<tr>
<td>9th</td>
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<tr>
<td>10th</td>
<td>113</td>
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<td>11th</td>
<td>52</td>
</tr>
<tr>
<td>12th</td>
<td>12</td>
</tr>
</tbody>
</table>
If each discipline referral requires about 15 minutes of administrative time for processing...

High School Example
From August to December, 387 office discipline referrals were processed at a high school comprised of one principal and one assistant principal.

387 x 15 minutes = 5,805 minutes
96.75 hours
14.88 school days
*(based on a 6.5 hour school day)
Resources

- Teachers
- Instructional Assistants
- Administrative staff
- Parents
- Community volunteers
- Peer tutoring
- Social workers/counselors
- Teacher training programs
- State and local professional development opportunities
- Materials

Personnel Resources | Training/Products
A work in progress...

Current Implementation

Thank you

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