The Promise of RTI for Secondary Schools

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Session Outcomes

- Increase understanding of Response to Intervention (RTI) at the secondary level

- Identify current levels of RTI implementation in your secondary school

- Identify strategies for increasing RTI implementation at the secondary level

RTI: Connections to Educators

- Provides ongoing evidence of what's working and what's not working

- Identifies students needing additional support

- Avoids the "Wait to Fail" model

- Integrates services between general and special education

RTI: Why

- Improves student learning outcomes
- Reduces number of special education referrals
- Allocates available resources efficiently

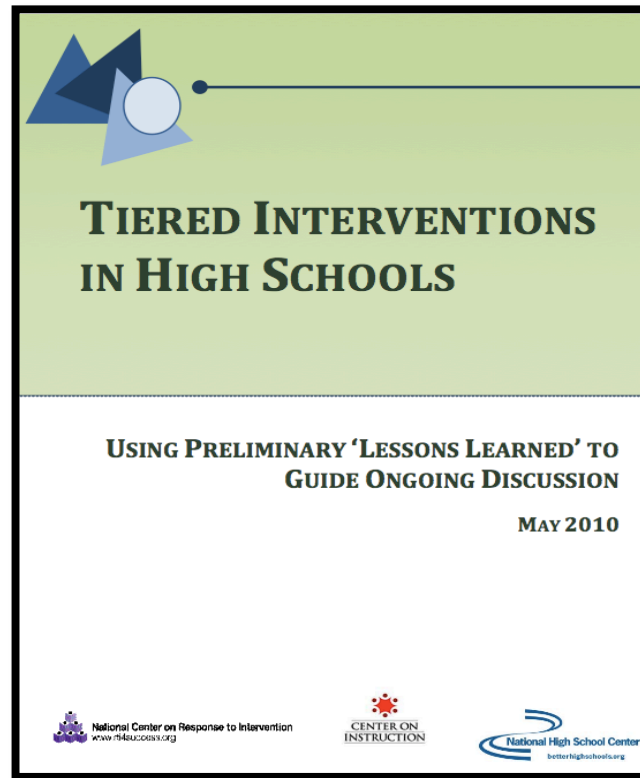# Individuals with Disabilities Education Act (IDEA)

The 2004 Individuals with Disabilities Education Improvement Act (IDEA) made response to intervention available as a practice for identifying students with learning disabilities.

- A State must adopt, consistent with 34 CFR 300.309, criteria for determining whether a child has a specific learning disability as defined in 34 CFR 300.8(c)(10).
- In addition, the criteria adopted by the State:
  - Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10);
  - Must permit the use of a process based on the child's response to scientific, research-based intervention; and
  - May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10).

(P.L. 108–446, Section 614(b)(6))

Tiered Interventions in High Schools: Using Preliminary 'Lessons Learned' to Guide Ongoing Discussion

TIERED INTERVENTIONS IN HIGH SCHOOLS

USING PRELIMINARY 'LESSONS LEARNED' TO GUIDE ONGOING DISCUSSION

MAY 2010

National Center on Response to Intervention
www.rti4success.org

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National High School Center
betterhighschools.org

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Themes to Date

- Elementary RTI framework does not necessarily translate into high school RTI

- Purpose of high school RTI drives framework components

- Unique features of high school RTI

Contrasting Current Understanding

Elementary School RTI

- Purpose
  - Prevention
  - Early Intervention
  - Assist LD Identification
- Outcome
  - Helping students achieve
  - Appropriate identification

High School RTI

- Purpose
  - Prevention
  - Supplemental Support
  - Content Recovery
- Outcome
  - Graduate
  - Pass core courses/exams

RTI in Secondary Schools vs. Elementary Schools

- SAME critical components:
  - Core Instruction
  - Universal Screening
  - Ongoing Progress Monitoring
  - Tiered Interventions
  - Data-Based Decision Making

RTI in Secondary Schools vs. Elementary Schools

- DIFFERENT purpose(s)
  - Remediation of academic difficulties (vs. prevention of academic difficulties)
  - Prevention of high school dropout
  - Increased academic performance and graduation rates
  - Increased attendance
- Note: RTI for the purpose of LD identification MAY apply at the secondary level, but high schools do not seem focused on this.

Factors that Support Implementation of the Essential Components

- Leadership
- Intervention Providers
- Professional Development/Coaching
- Evaluation

Common Implementation Challenges

- Staff Capacity
- Scheduling
- Resources
- Fidelity

RTI in Secondary Schools vs. Elementary Schools

- DIFFERENT implementation strategies and challenges
  - How do we handle course credits?
  - How do we schedule interventions?
  - Where can we find appropriate screening/progress monitoring tools?
  - What kind of intervention strategies are most effective and where can we find materials?

Contextual Factors Unique to RTI in HS

- Focus
- Culture
- Instructional Organization
- Staff Roles
- Student Involvement
- Graduation Requirements
- Stakeholder Engagement
- Implementation and Alignment
- Instruction and Assessment Resources

Activity

Prep for Whole-Group Discussion:

- – Use the Contextual Factors Particular to Tiered Interventions at the High School Level worksheet to prepare for the whole-group discussion.

For More Information

- Center on Instruction
  www.centeroninstruction.org

- National High School Center
  www.betterhighschools.org

- National Center on RTI
  www.rti4success.org

Final Thoughts

- RTI implementation is a dynamic process.

- Do what works.

- Use data to guide implementation.

- If a practice appears to be increasing students' scores over time, keep doing it. If not, change it.

Questions?

References

National High School Center, National Center on Response to Intervention, and Center on Instruction. (2010). *Tiered interventions in high schools: Using preliminary "lessons learned" to guide ongoing discussion*. Washington, DC: American Institutes for Research.