

Multi-Tiered System of Support in College and Career Readiness

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National Center on Response to Intervention

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National Center on
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Session Overview

- Purpose
- The National High School Center's College and Career Readiness Organizer
- The essential components of RTI-MTSS as support for college and career readiness
- Contextual factors unique to tiered interventions in high schools



Rationale

- Organizes the information available on college and career readiness
- Shows the connections among the various components
- Helps SEAs and LEAs to develop CCR frameworks and comprehensive plans with meaningful collaborators



How CCR Organizer May Be Used

- A sense-making tool to map existing definitions and resources to the college and career readiness terrain
- A conversation starter to help SEAs, LEAs, schools, and other organizations consider the vast landscape of college and career readiness beyond the Common Core State Standards
- A set of building blocks to help SEAs, LEAs, and schools construct contextually appropriate frameworks that ensure college and career readiness initiatives address the diverse range of knowledge, skills, and supports that students need to be ready for college and careers after graduating from high school



How the CCR Organizer Should *Not* Be Used

- A universal framework to be adopted as a de facto definition of college and career readiness
- A checklist for which SEAs, LEAs, and schools must develop one strategy or program to address each component
- A “how to” or process guide that advises SEAs, LEAs, and schools on the course of action for implementing college and career readiness strategies and initiatives



College and Career Readiness (CCR) Organizer

➤ Three Strands

- **Goals and expectations** for college and career readiness
- **Pathways and supports** for college and career preparation
- **Outcomes and measures** for college and career success

➤ National High School Center at www.betterhighschools.org



1. Goals and Expectations

What should high school graduates know and be able to do, and how can we get them there?

➤ Core Content

➤ Pathways Content

➤ Lifelong Learning Skills



Key Considerations

- Goals and expectations for college and career readiness are not explicit, comprehensive, or shared among organizations, states, and districts.
- To be college and career ready, students must master a wide range of knowledge and a diverse set of skills that extend beyond academic content knowledge.
- Goals and expectations for college and career readiness should be driven by state and national economic and workforce needs as well as individual career interest and aspirations; they should also be anchored in expectations outlined by college and industry standards.



2. Pathways and Supports

What policies, programs, and structures will help high school graduates meet expectations?

- Personalized Learning Supports
- Rigorous Programs of Study
- Aligned Resources, Structures, and Supports



Key Considerations

- Student pathways and supports must provide students with opportunities to master common skills while still allowing them to tailor individualized learning programs to pathway-specific goals and expectations based on their postsecondary aspirations.
- Though student pathways will vary greatly based on postsecondary goals, all students must be provided the supports necessary to meet similarly rigorous standards. Pathways must be determined by student aspirations and capabilities rather than existing performance.



Key Considerations

- Pathways and supports must be flexible, allowing students to alter programs of study to align with changing postsecondary goals.
- Student supports must be aligned with and based on comprehensive and coherent plans for school improvement and maximizing each student's attainment rather than piecemeal and disjointed programmatic additions designed to address each new policy or priority.



3. Outcomes and Measures

How do we know when high school graduates meet expectations?

- On Track Indicators
- Attainment and Authentication
- Accountability and Improvement Feedback



Key Considerations

- College and career readiness and attainment should be measured with multiple types of data from different sources.
- Outcomes and measures for college and career success should be continuously validated, with the actual intended outcomes (college and career success) included in analyses.
- Measures and outcomes should be part of a system of assessment that measures the progress of individual students, schools, LEAs, and SEAs toward college and career readiness and success.



Multi-Tiered System of Supports

THE NEW HAMPSHIRE COMPONENTS OF RTI AND HIGH SCHOOL



New Hampshire Components

- Curriculum and Instruction
- Assessment
- Multi-tiered system of support
- Parent and family engagement
- Data based decision making
- Leadership
- School culture and climate



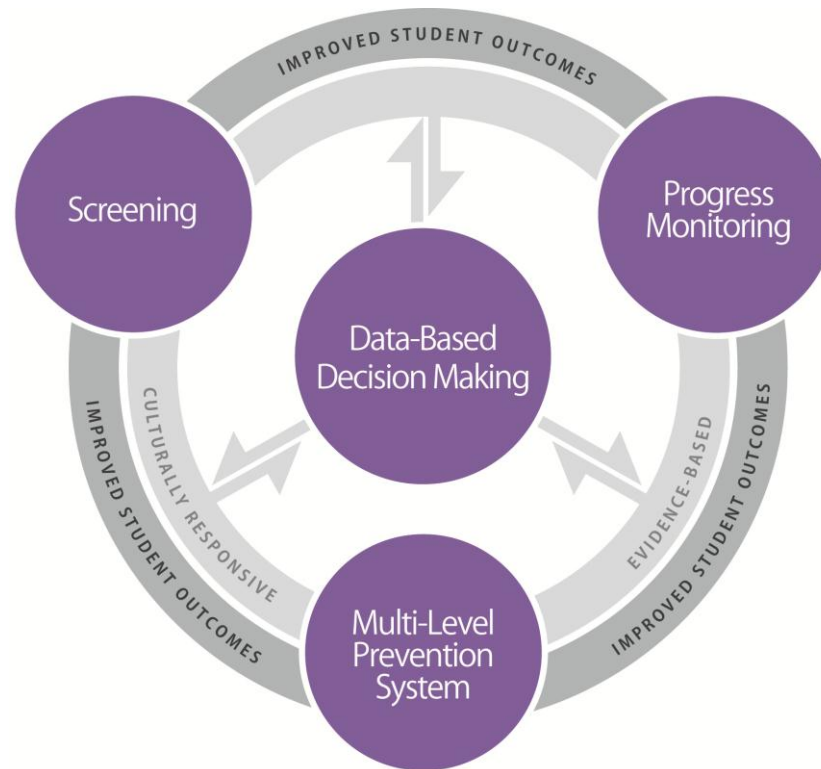
Tiered Interventions and High Schools

- Most knowledge and research on RTI is based on the elementary model
- Essential components may be the same
- Effective practice in high schools may differ from elementary model
- Unique aspects specific to high school implementation

(NHSC, NCRTI & COI, May 2010)



NCRTI's Essential Components



Screening

	Elementary School Model	Possible High School Examples
Purpose	identify students who are at risk of poor learning outcomes	identify students who are at risk of poor learning and behavior outcomes, based on the school's RTI focus
Focus	all students	Could be a specific group of students in high school or all students
Tools	brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting learning or behavioral problems	Ideally valid & reliable measures based on school's RTI focus. Could be: early warning system tool; existing data; additional tests administered at beginning of 9 th grade
Timeframe	administered more than one time per year (e.g., Fall, Winter, Spring)	varies based on school's RTI focus and screening tools

Varies based on school's RTI focus!



Examples of High School Screening

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

	Elementary School Model	Possible High School Model
Purpose	monitor student's response to primary, secondary, or tertiary instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction	monitor student's response to primary, secondary, or tertiary instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction and intervention
Focus	students identified through screening as at risk for poor learning outcomes	students identified through screening as at risk for poor learning or behavior outcomes
Tools	brief assessments that are valid, reliable, and evidence-based	ideally valid and reliable tools, based on school's RTI focus. Could be: diagnostic measures; CBMs; class quizzes and tests; practice or benchmark graduation tests; attendance and behavior tracking
Timeframe	students are assessed at regular intervals	varies based on school's RTI focus and assessment & instructional tools

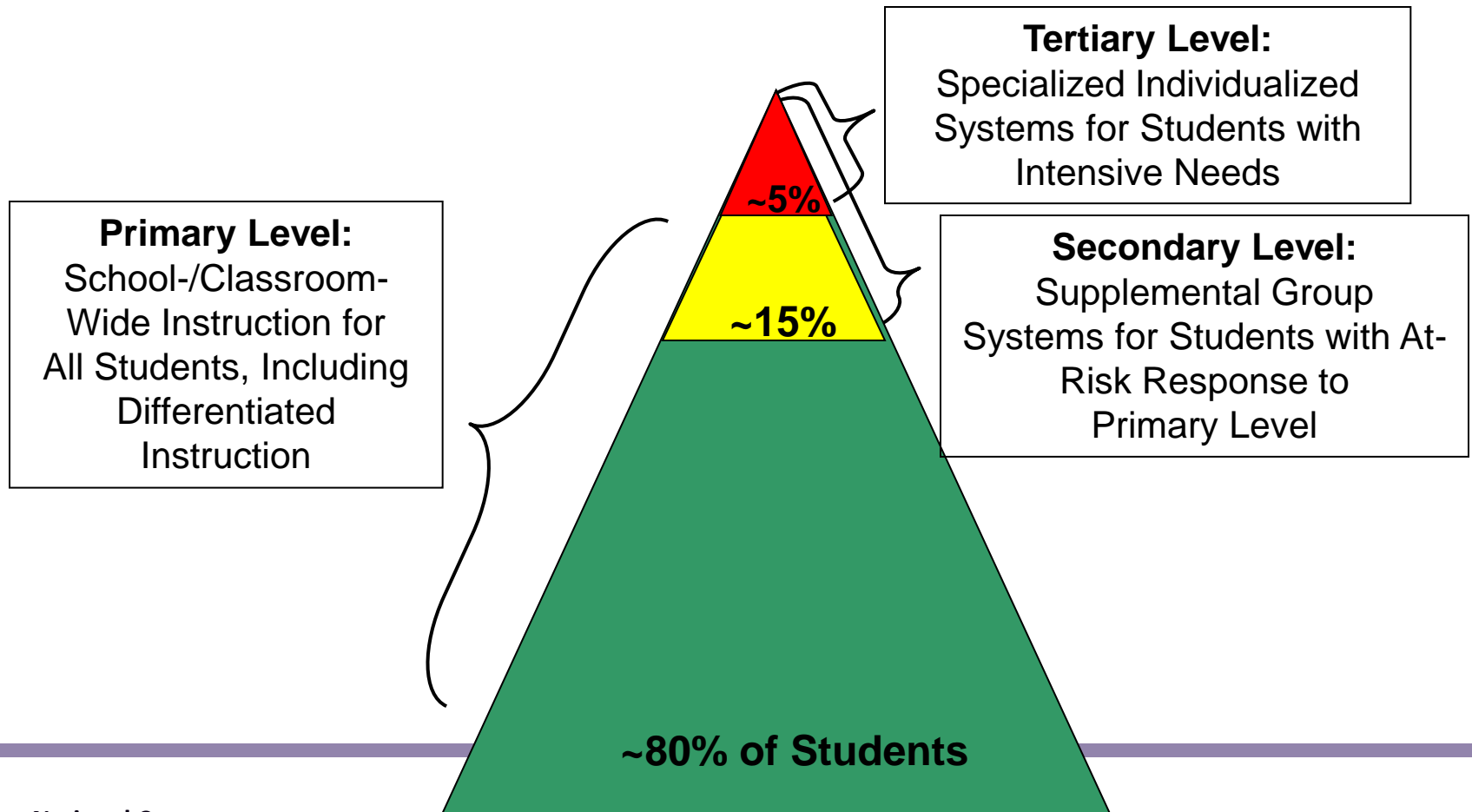
Varies based on school's RTI focus!

Examples of Progress Monitoring in High Schools

Level	Measure	Frequency
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 • Behavior 	Every other week Weekly
Tertiary	<ul style="list-style-type: none"> • Measures embedded in intervention • Behavior tracking sheets 	Weekly



Multi-Level Prevention System



Primary Level—High School

- **FOCUS:** Varies based on school's RTI focus. Could be a specific group of students in high school or all students
- **INSTRUCTION:** District curriculum and instructional practices that are research-based (e.g., scaffolding, differentiated instruction); aligned with state or district standards; embedding literacy strategies into all content area classes
- **SETTING:** General education classroom, advisory period
- **ASSESSMENTS:** Screening, continuous progress monitoring, and other outcome measures aligned with the RTI focus



High School Example

Primary Level

- Explicit, research-based instruction provided in general education program
- Instruction is aligned with Common Core standards
- AVID strategies are integrated into all core classes
- Focus on embedding literacy strategies into all core classes
- Behavior expectations are taught to all students (e.g. 3 shared school-wide rules)



Common Core Implications

- Depth over breadth
- Disciplinary literacy skills
- Literacy skills across content
- Application of skills
- Higher order thinking
- Personalized learning



Personalized Learning

Examples

- Differentiation
- Individual learning plans
- Mentors
- Work experience
- Course of study



Secondary Level– High School

- **FOCUS:** At risk students, identified by screener
- **INSTRUCTION:** Large or small group instruction or coaching; evidence-based instruction, when available
- **SETTING:** Small group general education classroom, study hall, enrichment period, after school
- **ASSESSMENTS:** Diagnostic, progress monitoring, tracking behavior and attendance



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	preteaching and reteaching concepts from core curriculum; Reading Voyager	preteaching and reteaching concepts from core curriculum	Check and Connect
Instructors	All have Language Arts backgrounds	All have Math certification	Provided by an intervention specialist



Tertiary Level—High School

- **FOCUS:** At risk students, who are identified by screener or have not responded to secondary
- **INSTRUCTION:** Intensive individual/small group instruction or coaching; evidence-based instruction, when available
- **SETTING:** Small group general education classroom, study hall, enrichment period.
- **ASSESSMENTS:** Diagnostic, progress monitoring, tracking behavior and attendance



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



Data-Based Decision Making: The Basics

- Analyze data at all levels of all levels of prevention (e.g., primary, secondary, tertiary)
- Establish routines and procedures for making decisions including decision rules for assessing student progress
- Use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies
- Establish routines and procedures for sharing data



Data-Based Decision Making: Types of Decisions

- Instruction
- Movement within the multi-tiered system of support
- Disability identification (in accordance with state law)



Examples of Data-Based Decision Making in High Schools

- A paraprofessional uses Microsoft Excel to manage all students' screening and progress monitoring data
- Data reviewed during department and professional learning community 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



Reflection

- What insights have you gleaned?
- How can you use RTI-MTSS to support your college and career initiatives?



Contextual Factors Unique to High Schools



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Focus

➤ Guiding Questions

- What is the purpose and scope of RTI in your school?
- How do existing initiatives fit into the RTI framework?
- How do current special education program and instructional support practices align with RTI-MTSS?
- Do you have additional initiatives at the high school that may hinder the implementation of RTI-MTSS?

(NHSC, NCRTI & COI, May 2010)



Examples of Focus

- All sites identified improving student achievement as primary goal
- Targeted strategies based on their data
 - Reducing D's and F's
 - Existing initiative for reducing number of tardies
 - Reducing behavior referrals
 - Increasing graduation rate

(NHSC, NCRTI & COI, May 2010)



Culture

➤ Guiding Questions

- In what ways do current practices, beliefs and behaviors align with the goals and purposes for the tiered intervention framework?
- Where did the motivation for adopting the framework originate, and how might that affect the buy-in of staff?
- What changes might be required for staff to collaborate, examine student data, and act on what they learn from those data?
- What changes might be required to ensure that the needs of all students are addressed?

(NHSC, NCRTI & COI, May 2010)



Examples of Culture

- Synergy between current beliefs and RTI-MTSS language
- Small learning communities to facilitate connections among students and between students and teachers
- Personalized learning

(NHSC, NCRTI & COI, May 2010)



Instructional Organization

➤ Guiding Questions

- How does the staff create and/or adapt a master schedule that supports the needs of your school?
- How do single class periods, block scheduling, or a combination of the two best support your RTI focus and the delivery of tiered interventions?
- Are there any obstacles evident, given your current infrastructure?
- How do you support teachers in designating time to collaboratively make data-based decisions?

(NHSC, NCRTI & COI, May 2010)



Examples of Instructional Organization

- Master Schedule
 - Administrator as a “master scheduler”
 - Block scheduling with “seminar” period
 - Traditional 6-8 periods
 - Guided study halls
 - Elective time
 - Professional learning communities for staff

(NHSC, NCRTI & COI, May 2010)



Staff Roles

➤ Guiding Questions

- Who provides the additional interventions? How do you plan to support this new role for staff?
- How do special education teachers and behavioral specialists support the implementation of RTI?
- If RTI is implemented in more than one content area, how do you support content teachers in becoming more than “teachers of content”?
- What supports, if any, do teachers need to deliver Tier I, II, or III instruction?

(NHSC, NCRTI & COI, May 2010)



Examples of Staff Roles

- Intervention/Classroom Instruction
 - Co-teaching Classes
- Data Team Members
 - Content Teachers
 - Special Education Teachers
 - Administrators
 - Paraprofessionals
 - Literacy Coach
 - School Psychologist
 - Integrated Program Staff



(NHSC, NCRTI & COI, May 2010)



Student Involvement

- Guiding Questions
 - How will students be involved in the implementation of RTI?
 - How will students be involved in the monitoring of their own progress?
 - What role will the student play in determining movement between tiers?
 - How will students be informed about the RTI framework and the MTSS?

(NHSC, NCRTI & COI, May 2010)



Site Visit Examples of Student Involvement

- Student-Centered Problem Solving Approach
 - Collaborative decision making process
- Student Data Tracking
 - Graphic representations



Graduation Requirements

- Dependent on schedule modifications
 - Additional interventions in lieu of study hall did not receive credit
 - Additional interventions in lieu of electives received elective credit



Graduation Requirements

➤ Guiding Questions

- What impact will additional tiered interventions have on graduation requirements?
- What credit will students receive for the intervention classes?
- How will the RTI framework support career and postsecondary education pathways?

(NHSC, NCRTI & COI, May 2010)



Stakeholder Engagement

➤ Guiding Questions

- How can you involve stakeholders in the design and implementation of RTI?
- How can you ensure that appropriate stakeholders are engaged early enough to ensure “buy in” for the RTI framework?
- Are in-school and wraparound services for at-risk students and students with disabilities aligned and coordinated?
- What types of training and support are needed to effectively engage and prepare stakeholders?



Examples of Stakeholder Engagement

- Stakeholder Involvement
 - Parents invited to problem-solving meetings
 - Build upon existing initiatives
- Training and Support
 - Overall RTI framework PD
 - PD on individual interventions
 - Small learning communities



(NHSC, NCRTI & COI, May 2010)



Implementation and Alignment

- Guiding Questions
 - What other current or planned instructional and student support initiatives can be integrated to support the RTI focus?
 - How can these efforts be aligned with the tiered interventions, especially in Tiers II and III?
 - What options exist for scaling up RTI implementation over time to broaden the number of students, content areas, and/or interventions?
 - How can existing human and fiscal resources be leveraged to facilitate the implementation and scaling-up of RTI?

(NHSC, NCRTI & COI, May 2010)



Examples of Implementation & Alignment

- Coordinated Initiatives
 - Positive Behavior Interventions and Supports (PBIS)
 - Advancement Via Individual Determination (AVID)
 - Check and Connect
 - Other school-wide programs
- Leveraged Resources
 - Staff roles (literacy coach, school psychologist, security staff, counselors, etc.)
 - Prioritize (existing PD, time, staff meetings, classroom space, etc.)

(NHSC, NCRTI & COI, May 2010)



Instruction and Assessment Resources

➤ Guiding Questions

- How do school leaders and teachers determine if the instruction delivered in Tier I is high quality?
- How do school leaders determine what interventions to select and which data sources to use for screening and progress monitoring?
- What data support the use of particular interventions in the high school?
- What evidence informs the decision to use specific data sources for screening and progress monitoring?
- Are selected measures reliable and valid?

(NHSC, NCRTI & COI, May 2010)



Examples of Instruction and Assessment Resources

- Professional/Teacher Learning Communities
 - Weekly
 - Focused on student data
- Determining Interventions & Data Sources
 - Data from previous school
 - Knowledge of feeder intervention programs

(NHSC, NCRTI & COI, May 2010)



Contextual Factors Unique to RTI in High Schools

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



For More Information

- National High School Center
www.betterhighschools.org
- National Center on RTI www.rti4success.org
- Center on Instruction www.centeroninstruction.org
- Center on Positive Behavior Interventions and Support <http://www.pbis.org/>



Questions?

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