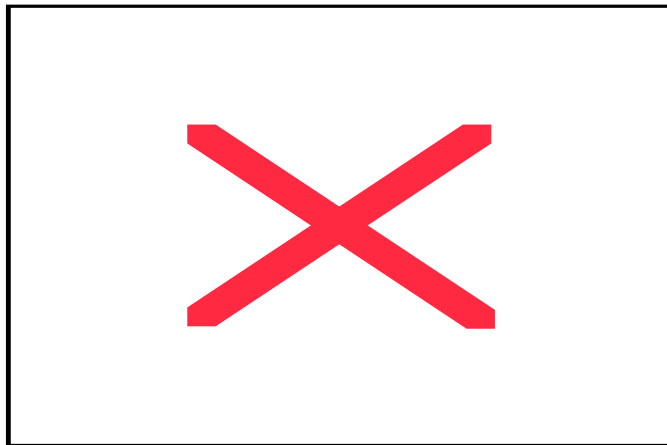


## Supporting the needs of all high school students: A look at approaches to tiered instruction



Northwest Regional  
Comprehensive Center  
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## Polling Question One

### **How would you rate your knowledge of RTI?**

- Expert (aware of motivations for RTI, thought about implications for its use at various levels of the educational system)
- Intermediate (aware of RTI practices, but not sure about its application in my state)
- Beginner (not sure about what people mean when referring to RTI)

## Polling Question Two

**Are there secondary schools in your state that are utilizing this as an approach to instruction?**

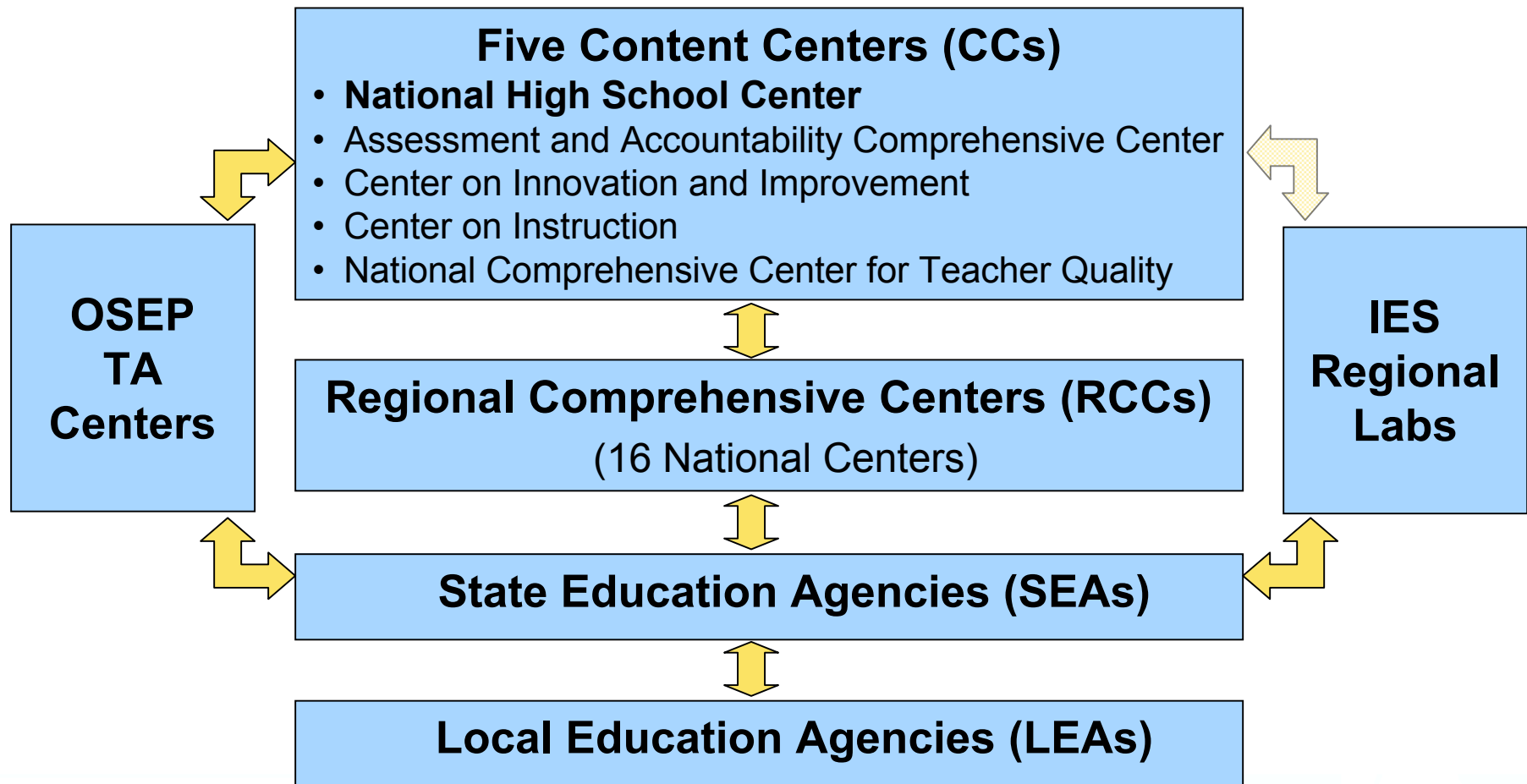
Middle School

- Yes
- No
- Don't know

High School

- Yes
- No
- Don't know

## Network of Regional Comprehensive Centers and Content Centers

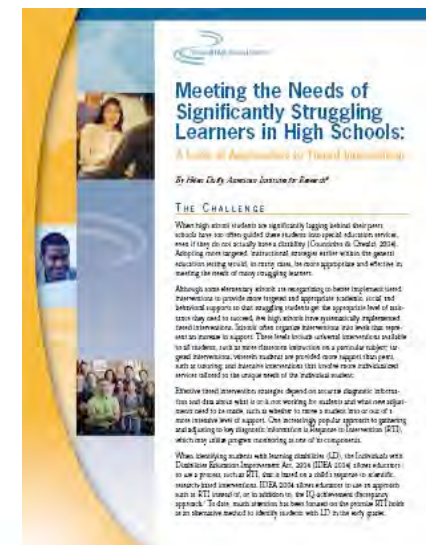


## Mission of the National High School Center

- Linking research and resources for better high schools
- Identify, summarize and disseminate information on:
  - useful programs, tools, and products
  - latest research and innovations
  - high-quality technical assistance relating to high schools and their diverse student populations
- **Build capacity of RCCs and SEAs to promote and support high school improvement**

## National High School Center Issue Brief Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention

- Describes the emergence of RTI as a model for identifying students with learning disabilities
- Describes two intervention models
- Provides one example of a district utilizing an RTI-like approach to instruction
- Outlines some of the issues that implementing RTI raises at the high school level



## Emergence of Response To Intervention

- A valuable framework for integrating instruction and assessment into a system of strong prevention and more valid disability identification
- Potential for addressing disproportionality
- 60% of special education students receive services in general education contexts
- IDEA reauthorization/NCLB requirements have put this on the radar

## Defining RTI approaches

### Multi-tiered model

- Standard treatment protocol: uses a cycle of inquiry – assess, identify problems, intervene, assess – and selects from among a standard treatment protocol; some say this ensures fidelity of implementation
- Problem-solving protocol: uses a cycle of inquiry as above, but can have a greater level of individualization; some say it's more flexible

## High schools differ from elementary schools

Implications of different organizational structures:

- Number of student contacts each day
- Teacher roles (including special education teachers)
- Views of student performance
- Integrating/implementing interventions



## Promise of tiered interventions in high schools

1. Connects curriculum, assessment and instructional decision-making
2. Provides an opportunity to think about instructional supports and adaptations that make instruction accessible to a broader range of students
3. Shifts focus away from a deficit framework to a focus on instruction
4. Provides greater capacity for seeing young people more holistically
5. Systematic, timely monitoring – students won't as easily drop off the radar
6. Potential to shift the professional conversation

## Challenges of tiered delivery system in high schools

### Capacity issues:

- Agile data systems
- Changing roles for secondary level educators
- Flexible schedules (for staff and students)
- Ensuring effective instruction (what does this look like?)
- Flexible exit and re-entry across tiers
- Valid and reliable progress monitoring measures

## Tiered delivery systems in high schools

### Other issues

- Need for more research at the high school level
- Need to identify appropriate screening and progress monitoring tools for HS students across content areas
- Need to identify HS appropriate intervention models that work across content areas and that are culturally, linguistically and developmentally appropriate
- Need to expand communication with parents

## And yet...

Despite these challenges, knowledge about RTI at the secondary level is emerging from the field:

- Efforts of schools and districts across the country
- Hughes' and Deshler's notion of how this might play out  
<http://www.nrclid.org/presentations/index.shtml>
- Development of diagnostic tools
- RTI Center

## Take-aways for states and districts

### Inventories of:

- Expertise and networks at state and district levels
- Capacity and resources (including time) for collaboration and interventions
- Capacity for program monitoring (what data are necessary? how will they be gathered and disseminated?)
- Capacity to convene trainings (using a train the trainer model?)

### Pilots

- In districts and schools

## Ways to Access Resources Offered by the National High School Center

- National High School Center Web site:
  - [www.betterhighschools.org](http://www.betterhighschools.org)
- Sign up for our E-Newsletter, *E-News for Better High Schools*, at <http://www.betterhighschools.org/subscribe.aspx>

# National High School Center betterhighschools.org

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