



***IMPLEMENTING RESPONSE TO
INTERVENTION AT THE HIGH SCHOOL
LEVEL: EVERY STUDENT, EVERY
DAY!***

Thomas B. Doherty High School

Colorado Springs, Colorado

Dr. Jill Martin, Principal



THE QUESTION FACING SCHOOL REFORMERS:

“The most important question in any organization has to be ‘What is the business of our business?’ Answering this question is the first step in setting priorities.”

Judith Bardwick (1996)



THE CHALLENGE OF NO CHILD LEFT BEHIND:

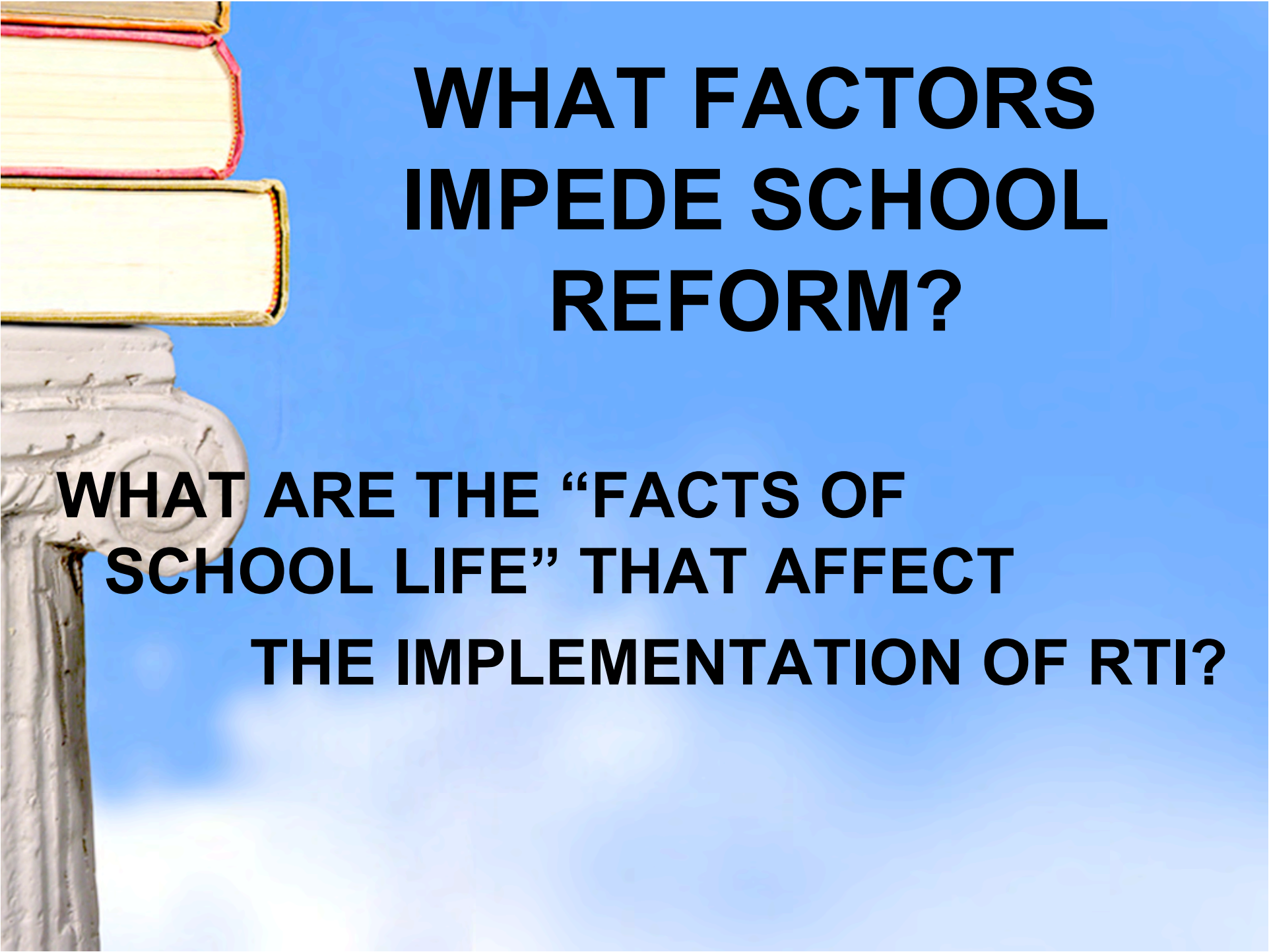
*“I saw the angel in the
marble and carved until I set
him free.”*

Michelangelo



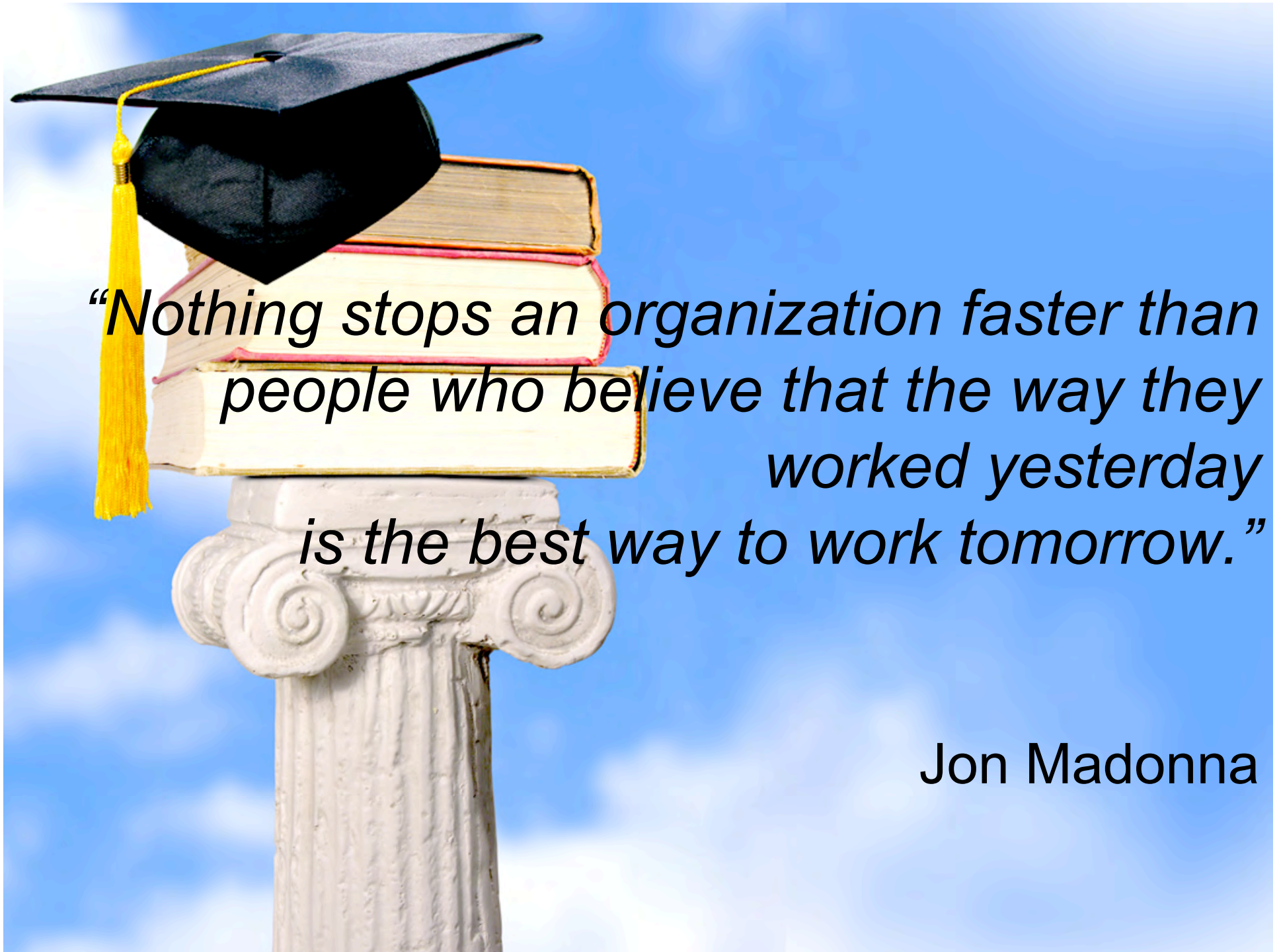
FOCUS :

To identify and help address the school factors that impede our ability to address and implement school reform, including the implementation of RTI.

The background of the slide features a stack of three books with yellow pages and red covers on the left side. Below the books is a portion of a white classical column with a decorative capital. The entire scene is set against a clear blue sky with some light, wispy clouds at the bottom.

WHAT FACTORS IMPEDE SCHOOL REFORM?

**WHAT ARE THE “FACTS OF
SCHOOL LIFE” THAT AFFECT
THE IMPLEMENTATION OF RTI?**



“Nothing stops an organization faster than people who believe that the way they worked yesterday is the best way to work tomorrow.”

Jon Madonna



I. LACK OF VISION:

*“There is one thing worse
than not being able to see.
Being able to see,
But having no vision.”*

Helen Keller



II. OUTDATED VISION:


“Our decade-long effort to reform U.S. education has failed . . . because it has not let go of an educational vision that is neither workable nor appropriate to today’s needs.”

Seymour Sarason (1996)

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III. ENTRENCHED SCHOOL CULTURE:

“Probably the most important, and the most difficult, job of the school-based reformer is to change the prevailing culture of a school. Ultimately, a school’s culture has far more influence on life and learning in the schoolhouse than the state department of education, the superintendent, the school board, or even the principal can ever have.” Roland Barth (2001)



IV. RESISTANCE TO CHANGE:

“It’s not so much that we’re afraid of change or so much in love with the old ways, but it’s that place in between that we fear. . . It’s like being between trapezes. It’s Linus when his blanket is in the dryer. There’s nothing to hold on to.”

Marilyn Ferguson



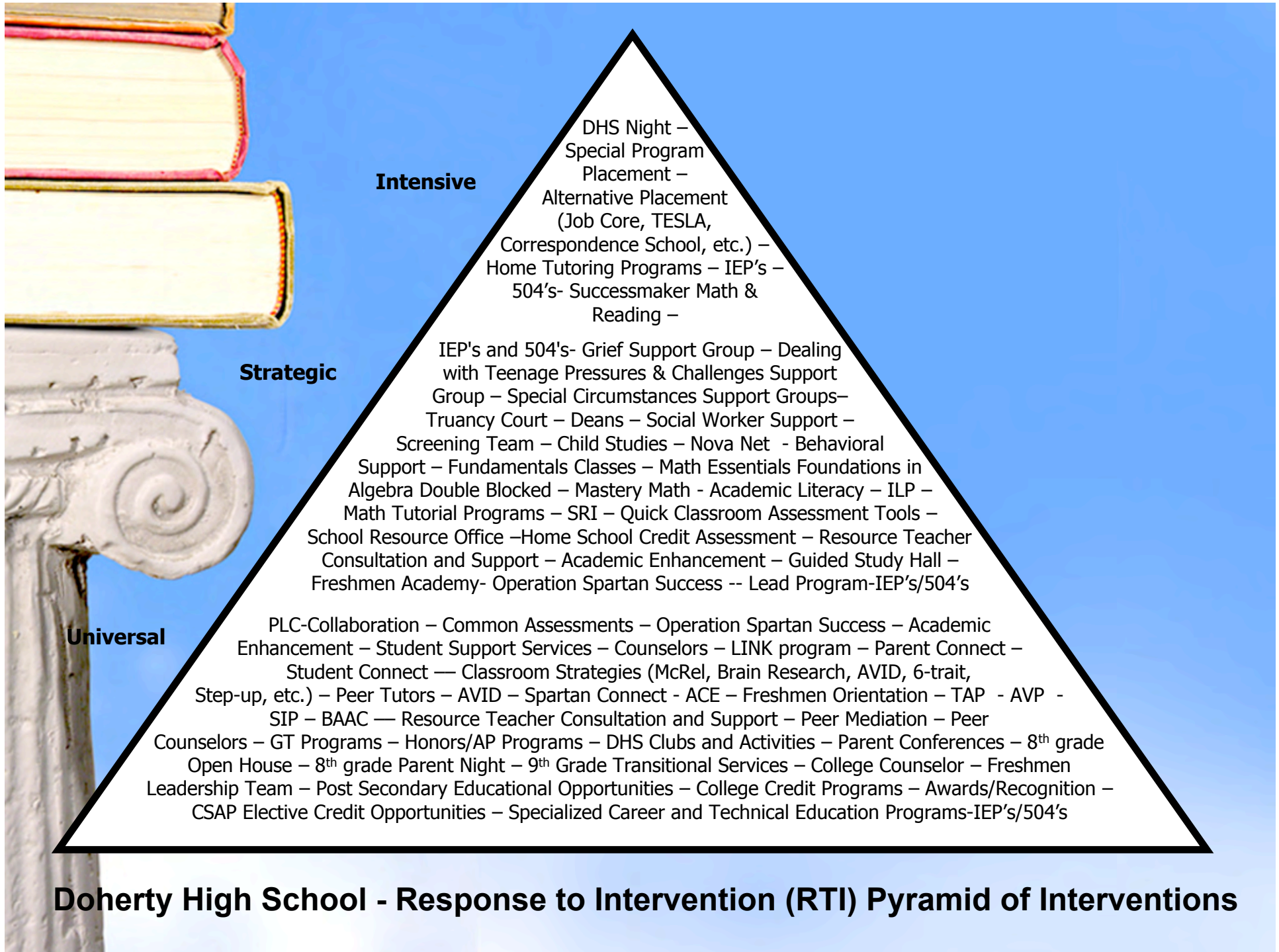
SCHOOL-BASED SOLUTIONS TO CHANGE THE “FACTS OF LIFE:”

- 1. ADOPT A COLLABORATIVE VISION- DRIVEN MODEL OF WORK (DuFour and Eaker)**
- 2. USE DATA TO INFORM DISCUSSIONS ABOUT INSTRUCTION, STUDENT NEEDS AND PROGRESS TOWARD IDENTIFIED GOALS (Bernhardt; Stiggins; Schmoker; Dufour)**

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COLLABORATIVE PLC WORK INSPIRED US TO ASK OURSELVES:


- 1. What do we want each student to learn? (Aligned curricula and common assessments)**
- 2. How will we know when each student has learned it? (Data)**
- 3. How will we respond when a student does not learn? (RTI)**




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CHANGES IN HOW WE RESPOND TO STUDENTS WHO ARE NOT LEARNING:

- **MANDATORY VS. INVITATIONAL PLACEMENT IN LITERACY AND ALGEBRA WITH TUTORIAL CLASSES AND FRESHMAN YEAR INSTITUTE.**
- **GUIDED STUDY HALL FOR KIDS WHO ARE FAILING/STAFFED BY TUTOR PLUS SPECIAL ED TEACHERS.**
- **IMPLEMENTATION OF INSTRUCTIONAL SOFTWARE SUCH AS SUCCESSMAKER, NOVA NET AND ORCHARD.**

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- **DEVELOPMENT OF SHORT CYCLE COMMON ASSESSMENTS, USE OF *MAP* TEST DATA TO IDENTIFY AND ADDRESS WEAKNESSES.**
 - **TIME FOR WEEKLY COLLABORATION FOR TEACHERS TO ALIGN CURRICULA, ANALYZE DATA, DEVELOP COMMON ASSESSMENTS AND IDENTIFY AND SHARE SUCCESSFUL INSTRUCTIONAL STRATEGIES.**

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- **RTI TEAM MEETS WEEKLY TO IDENTIFY AT RISK STUDENTS (UTILIZING “AT RISK REPORT”), RECOMMEND INTERVENTIONS, AND MONITOR PROGRESS.**
 - **STAFF EXPECTATION: DOING WHATEVER IT TAKES” TO ACHIEVE GOALS FOR EACH STUDENT. (STUDENT DATA TRACKED BY TEACHERS.)**

DOHERTY HIGH SCHOOL: THEN AND NOW





***BEFORE* REFORMS: UNDERPERFORMING IN 2000**

- **Freshman Failure Rate: 40%**
- **Graduation Rate: 76.1%**
- **Ranked “Average” on the Colorado School Accountability Report**

Demographics:


- **18% Minority Enrollment**
- **6.5% Free and Reduced Lunch**
- **1,870 Students**



***AFTER* : DOHERTY IN 2006**

CHANGING DEMOGRAPHICS

- **22% minority enrollment (+5%)**
- **20% Free and Reduced Lunch (+ 13.5%)**
- **2,000 Students**
- **84 of 110 certified staff members are new to Doherty in the past six years due to retirements and growth.**

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SOME RESULTS OF REFORMS

- **Dropout Rate 2006: 0.88%**
- **Graduation Rate 2006: 84.1%**



STUDENT ACHIEVEMENT OUTCOMES


- **Moved from “Average” to “High” on Colorado School Accountability Report last four years.**
- **57% Reduction in Freshman Failure Rate**
- **62% increase in enrollment in AP classes and 25% increase in Honors classes.**



AYP achieved in 2004; 31 of 33 AYP indicators/subgroup targets achieved in 2005. Achieved AYP in 2006 and 2007.

Only 15% of Students With Disabilities were Unsatisfactory in Reading as measured by the Spring 2006 state test.

91% of ninth graders reported a smooth adjustment from middle to high school, and 86% of Freshman parents agreed that Freshman Orientation has helped their child's transition.

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“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Meade

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martijl@d11.org**