

Tiered Interventions for High Schools
***An Approach for Keeping Students in
School and on Track to Graduation***
May 16, 2012



Welcome and Webinar Agenda

Dr. Dorothea Shannon
ARCC Liaison for Virginia
ARCC at Edvantia



Agenda

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Stories From the Field	Suzanne Swendiman
Summary, Close, and Evaluation	Treana Bowling



Setting the Context

Dr. Lynn Sodat
School Accreditation Specialist
Office of School Improvement
Virginia Department of Education

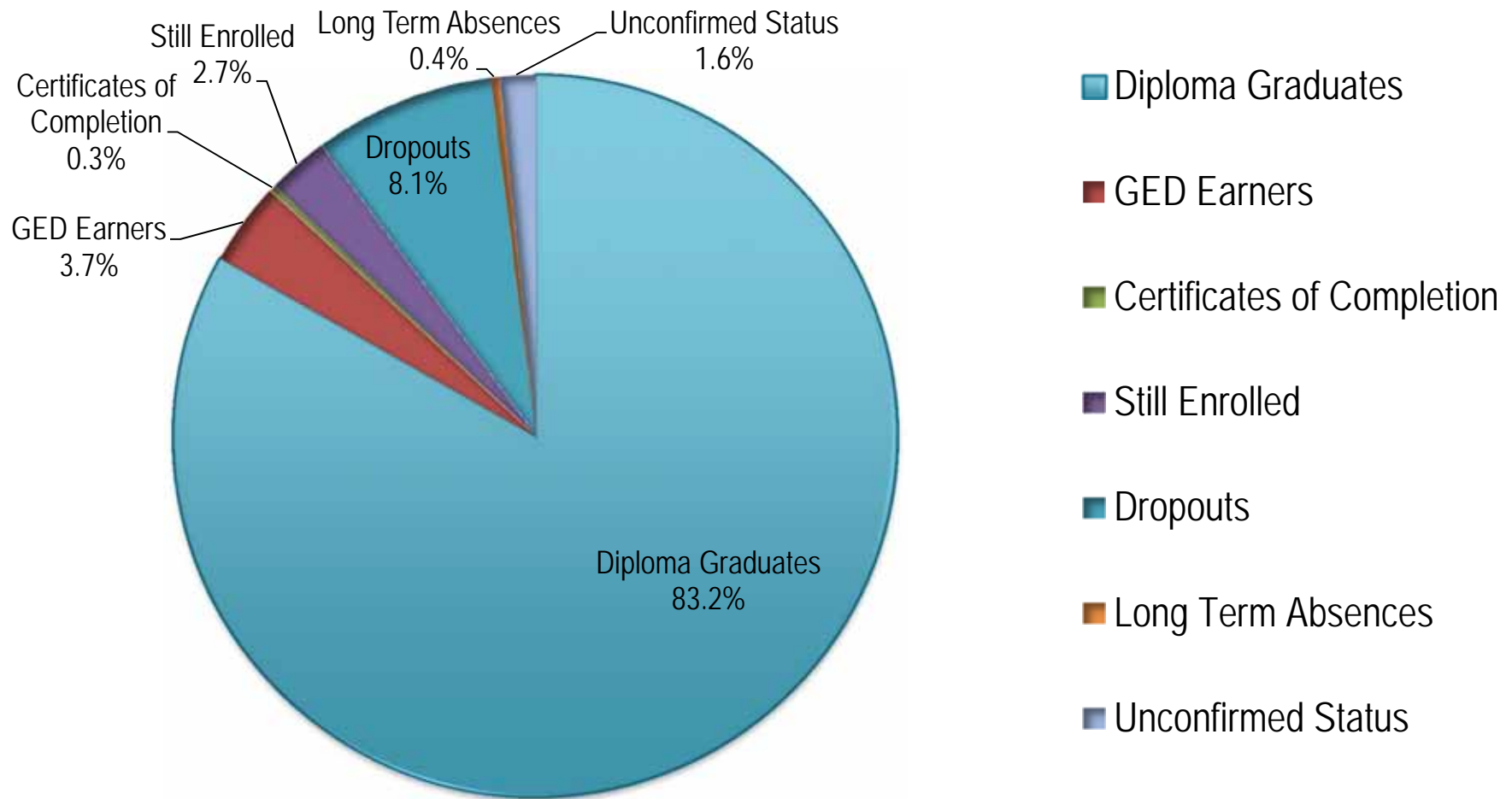




Virginia's Story: Providing Support to High Schools and Divisions to Increase the Graduation Rate



Virginia Data – Class of 2009



http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

Changes to Virginia Accreditation Requirements

- Modifications to Virginia Accreditation calculations that included the Graduation and Completion Index (GCI) were approved by the State Board in February of 2009
- New accreditation requirements were implemented with the graduating cohort of 2011
- GCI scores were factored into accreditation ratings for every school with a graduating class beginning with the 2011-2012 school year

<http://www.doe.virginia.gov/boe/accreditation/index.shtml>



Graduation and Completion Index Point Values

<u>Diploma/Certificate/Other</u>	<u>Point Value</u>
Board recognized diplomas in Virginia Standards of Accreditation	100
GED	75
Still in school	70
Certificates of Program Completion	25

- Benchmark of **85** points must be met for full accreditation rating
- Current index points or three-year trailing average of index points are the basis for ratings (same as current calculation for SOL pass rates)
- Schools with GCI below 85 points are rated Provisionally Accredited or Accredited with Warning



Three Main Elements of the Support Process for Identified High Schools

1: Data Driven Strategy Development - use of the Virginia Early Warning System (VEWS) or comparable tool

- Required for Schools Accredited with Warning or Provisionally Accredited-Graduation Rate
- Student data uploaded into tool at beginning of year and at the end of each marking period
- Students assigned interventions based on Early Warning System data and additional data generated at the school level
- Student progress monitored at least quarterly

Three Main Elements of the Support Process for Identified High Schools

2: Division- and School-Level Teams

- Formed to address graduation issues at the division and school levels
- School teams execute the **7-Step EWS Implementation Process**
- Comprehensive needs assessment conducted and Improvement Plan developed
 - **High School Rapid Improvement Indicators** from the Center on Innovation and Improvement
 - **The Eight Elements of High School Improvement Indicators** from the National High School Center

Three Main Elements of the Support Process for Identified High Schools

3: Regional Liaisons and Additional Technical Assistance

- Regional Liaisons assigned by the Office of School Improvement to work with division and school teams
- Technical assistance provided regionally and individually to each division and school
 - Web conferences series based upon the National High School Center's *Eight Elements of High School Improvement*
 - **Additional web conferences developed to address identified school needs**

Webinar Overview and Introduction of Speakers

Dr. Treana A. Bowling
Literacy Project Director
SERVE Center at the
University of North Carolina at Greensboro



Goal and Objectives

The overall goal is to enhance participants' knowledge of tiered interventions for staying in school, progressing in school, and graduating from high school.

Objectives: Participants will

- Gain an understanding of tiered interventions to keep students in school and on track to graduation
- Learn about levels of support for tiered interventions in Virginia high schools
- Learn about Virginia high schools that are using tiered interventions



Tiered Interventions and RTI in High Schools

Jessica Agus

National High School Center

National Center on Response to Intervention

Session Overview

- Essential components of response to intervention
- Implications for implementing the essential components in high schools
- Contextual factors unique to tiered interventions in high schools

Work Related to Tiered Interventions in High Schools

- Community of practice on secondary schools and the RTI framework
- District and school site visits
- High School Tiered Interventions Initiative
 - National Center on Response to Intervention (NCRTI)
 - National High School Center
 - Center on Instruction (Special Education Strand)
- Implementation of early warning systems
- Publications on tiered interventions and early warning systems in high schools

Tiered Interventions / RTI and High Schools

- Most knowledge on RTI and the components of RTI is based on elementary school experiences.
- Elementary school RTI models do not account for structural and organizational aspects specific to the high school level.
- Essential components of RTI may be the same at both levels.
- Translation of essential components into effective practice may differ from elementary school models.

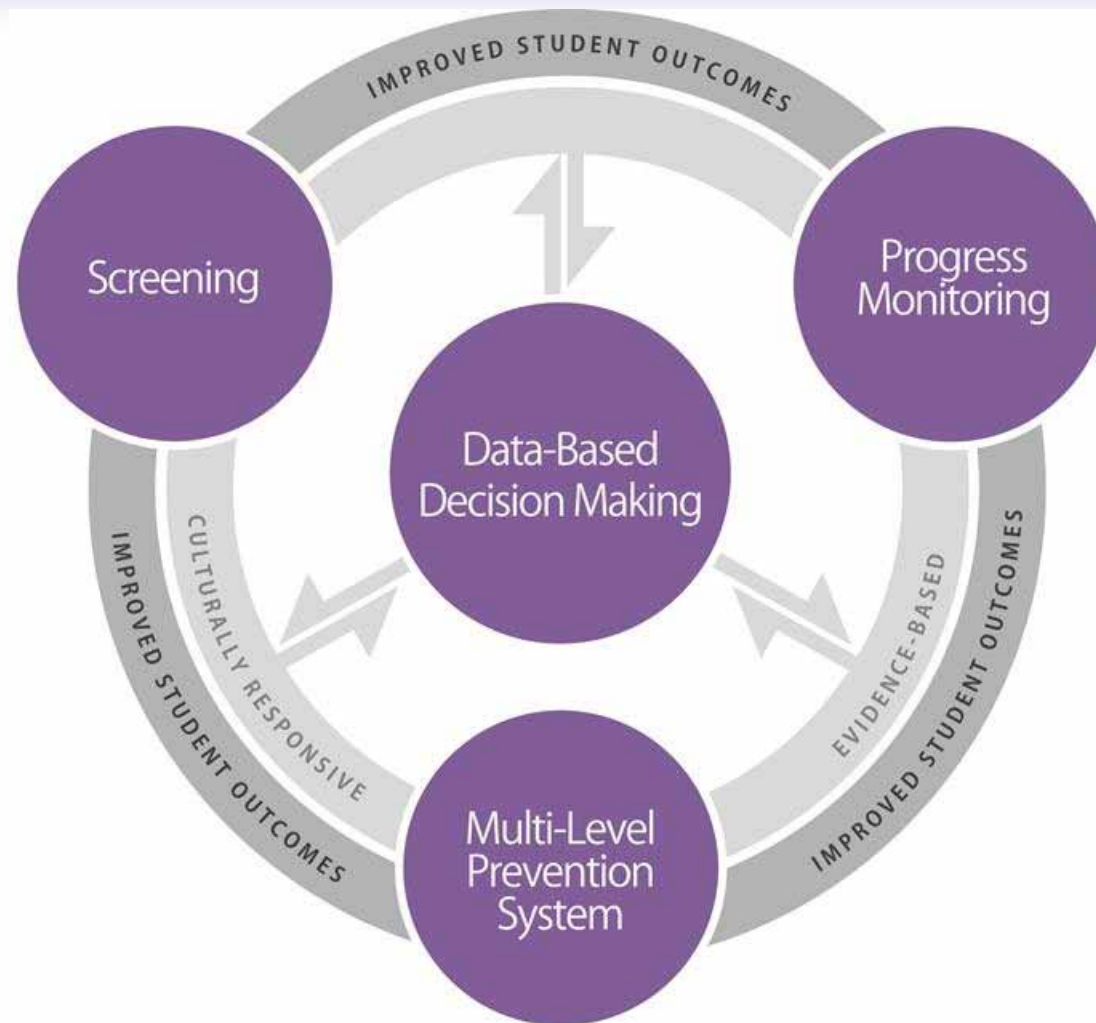
(NHSC, NCRTI & COI, May 2010)

NCRTI Essential Components of RTI

- Screening
- Progress Monitoring
- School-wide, Multi-level Prevention System
 - Primary Level
 - Secondary Level
 - Tertiary Level
- Data-Based Decision Making for
 - Instruction
 - Movement within the multi-level system
 - Disability identification (in accordance with state law)

(NCRTI, 2010)

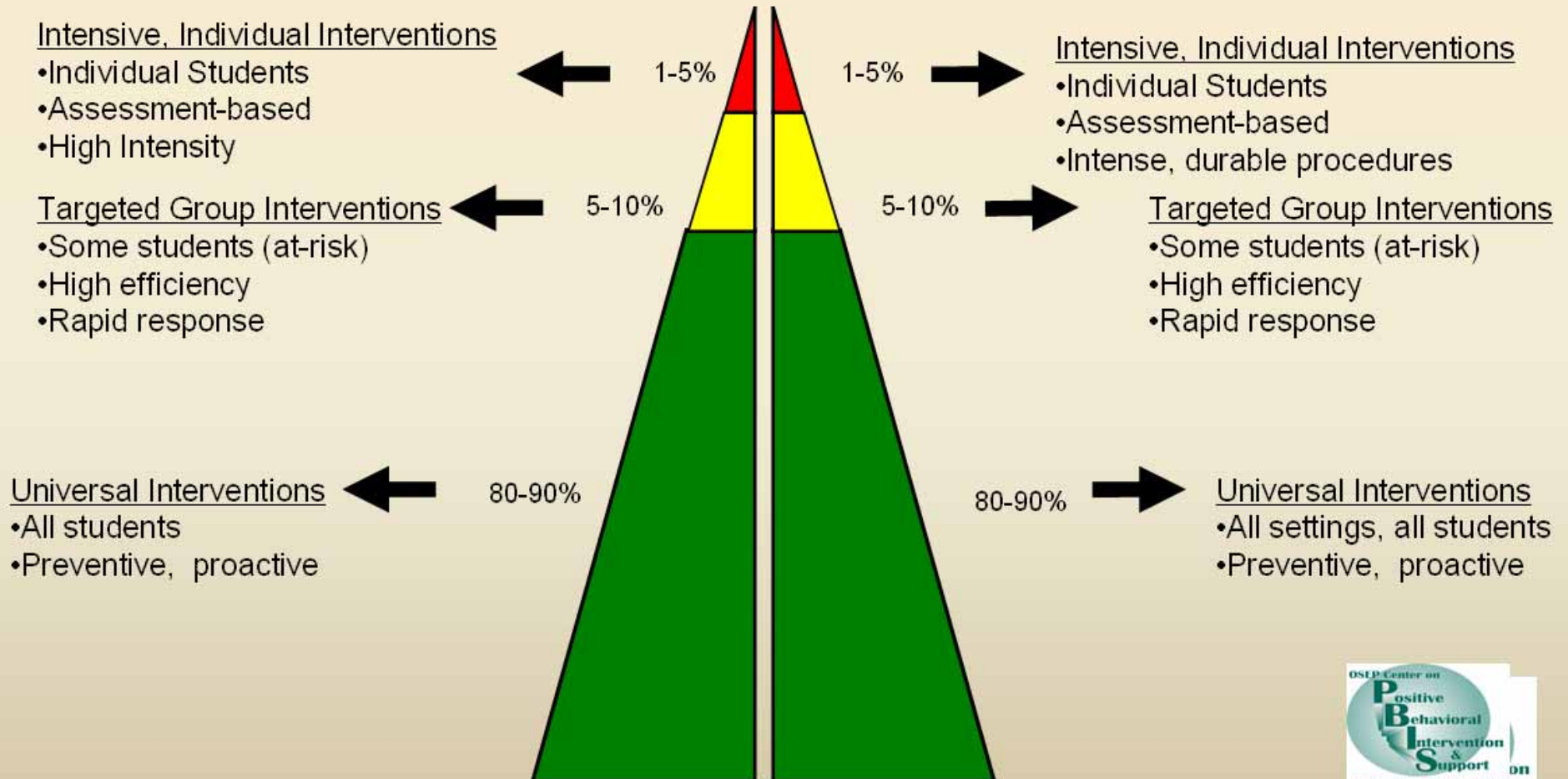
NCRTI Graphic for RTI



Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

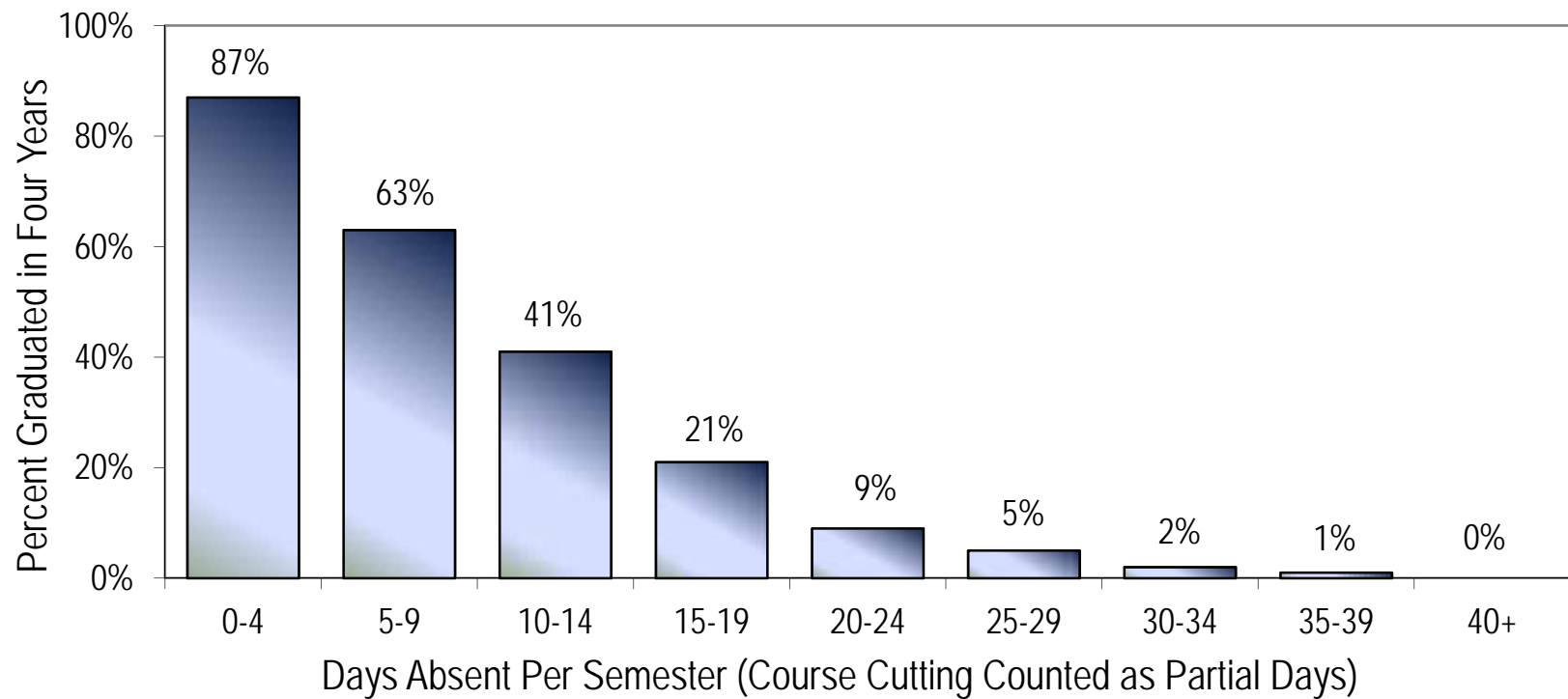


Screening in High Schools

- **PURPOSE:** identify students who are at risk of poor learning and behavior outcomes, based on the school's RTI focus
- **FOCUS:** varies based on school's RTI focus. Could be a specific group of students in high school or all students (incoming 9th grade students; students who did not pass high school state assessment; etc.)
- **TOOLS:** ideally valid and reliable measures based on school's RTI focus. Have seen: early warning system tool; existing data (ex. state assessments; grades; attendance and behavior tracking logs); additional tests administered at beginning of 9th grade; curriculum-based measures (CBM)
- **TIMEFRAME:** varies based on school's RTI focus and screening tools

“High-Yield” Academic Indicators: Attendance

Four-Year Graduation Rates for CPS Students Entering High School in 2001, by 9th Grade Absences (Allensworth & Easton, 2007)



Early Warning Systems

- Early warning systems have researched based thresholds to identify students at risk of not graduating
- Screens students using valid & reliable thresholds
- Progress monitoring
- National High School Center
 - www.betterhighschools.org

www.betterhighschools.org 2011

Early Warning Systems

Early warning systems (EWS) rely on readily available data housed at the school to:

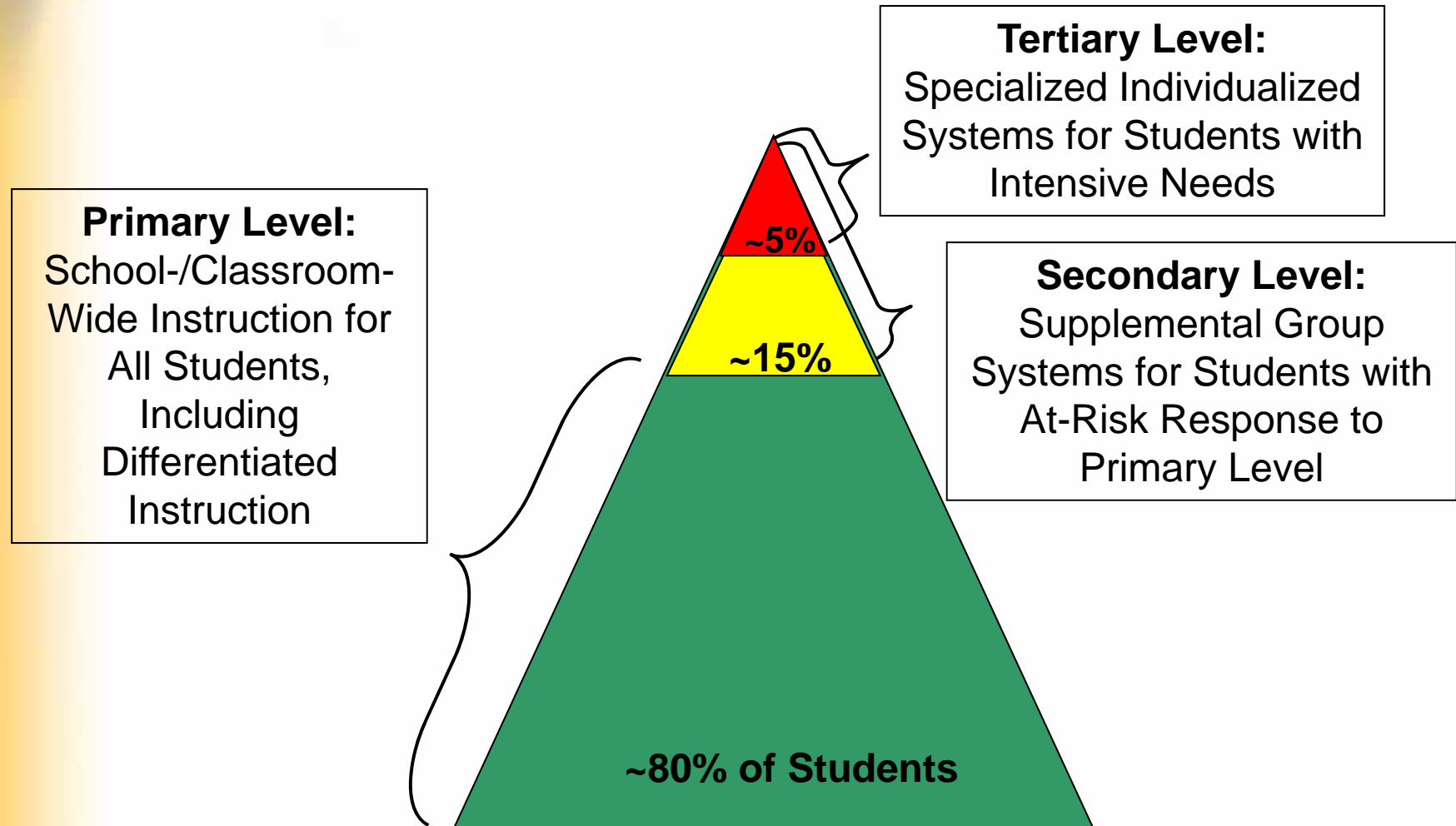
- Predict which students are at-risk for dropping out of high school
- Target resources to support off-track students while they are still in school, before they drop out
- Examine patterns and identify school climate issues

www.betterhighschools.org 2011

Progress Monitoring in High Schools

- **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 and intervention
- **FOCUS:** students identified through screening as at risk for poor learning or behavior outcomes
- **TOOLS:** ideally valid and reliable tools, based on school's RTI focus. Have seen: diagnostic measures; curriculum-based measures; class grades; class quizzes and tests; practice or benchmark graduation tests; attendance and behavior tracking
- **TIMEFRAME:** varies based on school's RTI focus and assessment and instructional tools

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

Secondary Level – High School

- **FOCUS:** Dependent on school's focus, for 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

Tertiary Level – High School

- **FOCUS:** Dependent on school's focus, for at risk students identified by screener
- **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

Data-Based Decision Making: The Basics

- Data analysis is at all levels of RTI implementation (e.g., state, district, school, grade level) as well as all levels of prevention (e.g., primary, secondary, tertiary)
- Establish routines and procedures for making decisions
- Explicit decision rules for assessing student progress as well as criteria for exiting interventions
- Data is used to evaluate the adequacy of the core curriculum and the effectiveness of different instructional, behavioral and dropout strategies

(NCRTI, 2010)

Data-Based Decision Making: Types of Decisions

- Screening:
 - What tools most accurately identify at risk students?
- Progress Monitoring:
 - Were students identified at risk through screener really at risk?
 - Does an instructional/intervention change need to be made?
- Instruction:
 - How effective is the instruction?
 - What instructional changes need to be made?
- Movement within the multi-level prevention system
 - How do we know when a student no longer needs secondary prevention?
- Disability identification (in accordance with state law)

(NCRTI, 2010)

Contextual Factors Unique to High Schools

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

(NHSC, NCRTI & COI, May 2010)

- 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?
 - Do you have additional initiatives at the high school that may hinder the implementation of RTI?
 - If your school is structured using academies, how do the academies impact the focus of the RTI framework?

(NHSC, NCRTI & COI, May 2010)

- 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)

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)

Contextual Factors Unique to RTI in High Schools

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(NHSC, NCRTI & COI, May 2010)

Questions?

Jessica Agus
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For More Information

- National High School Center: www.betterhighschools.org
 - [High School Tiered Interventions Online Community of Practice](#)
 - Follow us on Twitter @NHSCatAIR
 - Become our [Fan on Facebook](#)
 - Read our Blog, <http://blog.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/>

Differentiated Levels of Support in Virginia

**Jo Ann Burkholder, Coordinator
Student Assistance Systems
Office of School Improvement
Virginia Department of Education**



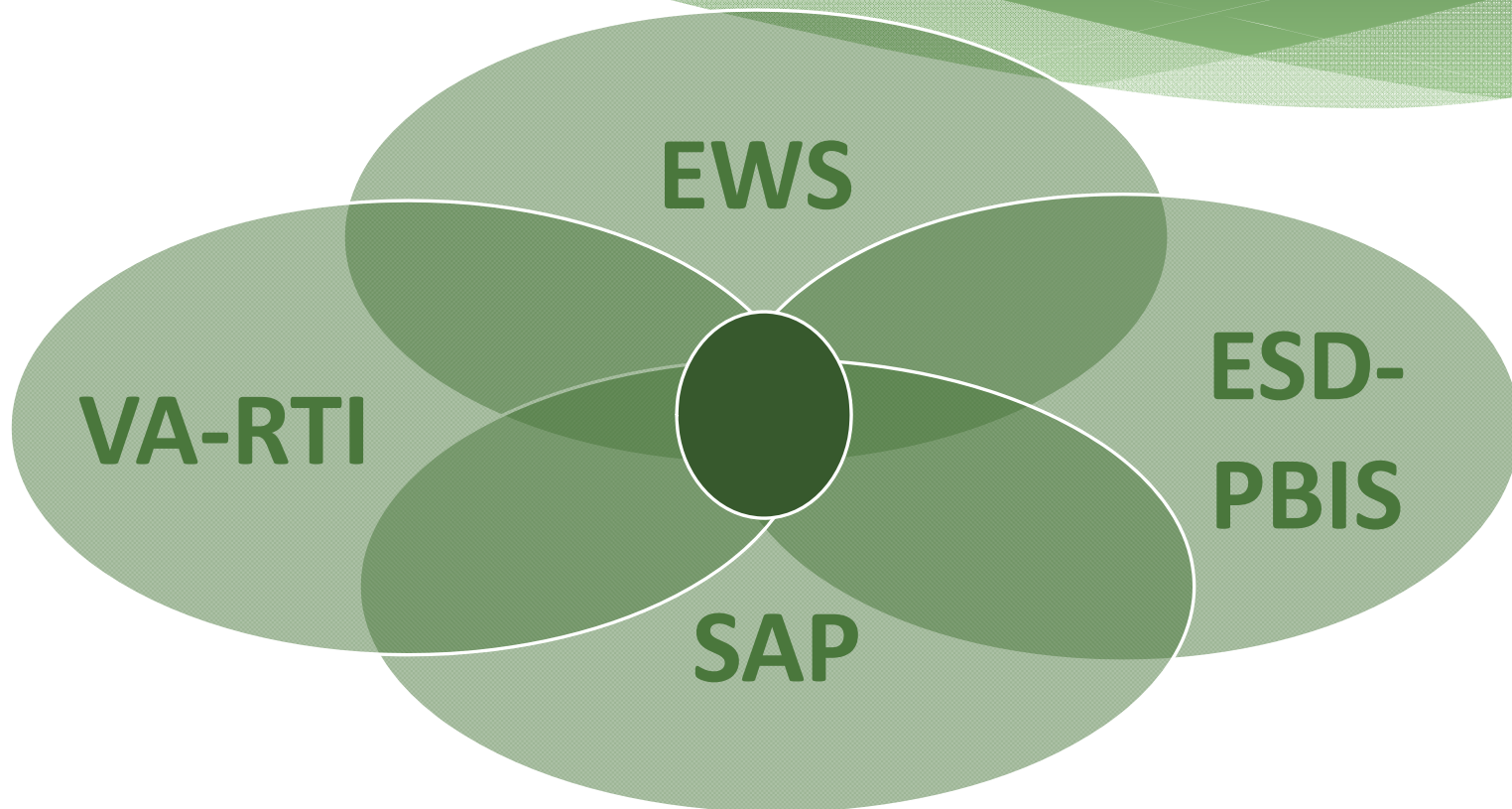
Differentiated Levels of Support Initiatives

Virginia Department of Education has four initiatives using a tiered framework

- Early Warning System (EWS)
- Effective Schoolwide Discipline (ESD - PBIS)
- Student Assistance Programming (SAP)
- Virginia System of Tiered Intervention (VA-RTI)



Whole Child Different But Similar Processes Interwoven



Different But Similar Language

Early Warning System	Effective Schoolwide Discipline	Student Assistance Programming	Virginia's Tiered System of Supports
		Health Promotion •Division/Schoolwide Education	
Universal •Tier One •Primary	Universal •Schoolwide	Universal •Large student groups - prevent risky behaviors	Universal •Tier One •Instruction program for all students
Tier Two •Targeted •Secondary	Classroom •Targeted	Selective •Groups with similar risk factors	Secondary Groups with similar problems
Tier three •Individualized •Tertiary • Intensive	Individual Supports •Intensive	Indicated •Highest risk factors manifesting into life problems	Tertiary •Intensive – individual or small groups for individual support
		Recovery Health/Credit	

Differentiated levels of Support

	Academic Math	Preventing Drop Out	Problem Behavior	Family
All	University of Chicago School Mathematics 6-12 Curriculum (WWC)	Career Choices (NDPC)	Wyman's Teen Outreach Program (TOPS) Pregnancy Prevention (NREPP)	Familias Unidas (Hispanic specific – NREPP)
Some	Core-Plus Mathematics 9-10 grades (WWC)	Reconnecting Youth: A Peer Group Approach to Building Life Skills (NREPP)		
Few	Cognitive Tutor® 9 grade (WWC)	High School Redirection (Reviewed for Dropout Prevention - NREPP)	Project Magic (NREPP) Alternative to Suspension	Project Magic (NREPP)

The diagram illustrates differentiated levels of support across four categories: Academic Math, Preventing Drop Out, Problem Behavior, and Family. The support is organized into three levels: All, Some, and Few. Large green arrows indicate the flow of support from the 'All' level down to the 'Some' level, and from the 'Some' level down to the 'Few' level. A double-headed green arrow connects the 'Problem Behavior' and 'Family' categories at the 'Few' level, indicating a relationship between Project Magic (NREPP) Alternative to Suspension and Project Magic (NREPP).

Virginia Resources

Early Warning System (EWS)

Website: http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml

Effective Schoolwide Discipline (EWD - PBIS)

Website: <http://www.ttac.odu.edu/esd/>

Student Assistance Programming (SAP)

Website: http://www.doe.virginia.gov/support/school_improvement/training/index.shtml

Virginia's System of Tiered Intervention (VA-RTI)

Website: http://www.doe.virginia.gov/instruction/response_intervention/index.shtml



Stories from the Field

Dr. Suzanne Swendiman
Chair of the Dropout Prevention Taskforce
Arlington Public Schools



ARLINGTON PUBLIC SCHOOLS

Tiered Intervention – First Tier Comprehensive – For All Students

- Identification and support for incoming 9th grade students
- Creative scheduling
- Ongoing counseling at all grade levels
- Focus on making individual connections and forming personal relationships with all students
- Provision of extra-curricular clubs, groups & activities
- Provision of a safe and welcoming environment



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Tiered Intervention – Second Tier Targeted – Small Group Intervention

- Support groups for targeted groups of students
- Parent/guardian communication, including home visits
- Academic assistance/tutoring
- Credit recovery options
- Targeted counseling relative to attendance, behavior, and/or coursework
- Intervention assistance teams
- Consistent pursuance of students showing at-risk behavior



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Tiered Intervention – Third Tier Intensive – Individual Intervention

- In-depth assessment
- Intensive individualized counseling
- Psychological assistance
- Close working relationship with Department of Health and Human Services
- Special/alternative schooling
- Targeted assistance for specific groups of students, e.g., teen mothers

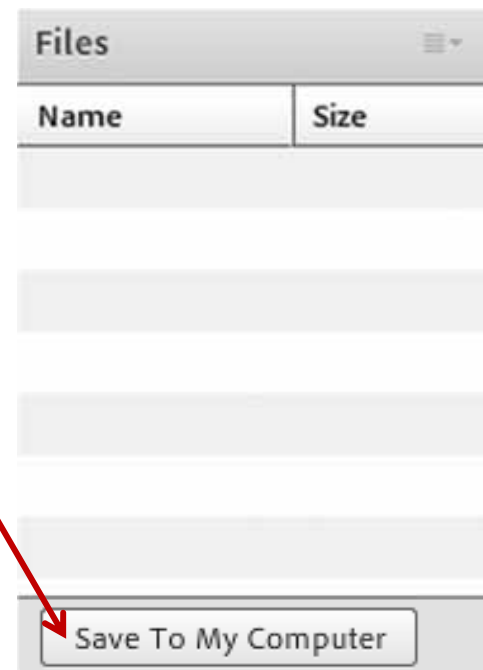


Resources for Webinar 1

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Click on Save To My Computer. It will prompt you to save it to your computer. If you do not see the Save Dialog Box, you may have to minimize your current window to see the Save Dialog box.



Closing Remarks and Next Steps



Webinar 2

Tiered Interventions for High Schools

A Focus on Resources and Interventions to Improve Attendance



Webinar 3
Tiered Interventions for High Schools
A Focus on Community Partnerships
and Resources



Closing Remarks and Evaluation

<https://www.surveymonkey.com/s/VAWebinar1>

