

Promising Practice Capture Sheet

School: West Carroll Junior & Senior High School

District: West Carroll Special School District

Practice: RTI² High School Implementation & Data Practices

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Rural Suburban Urban

Region: Northwest

Connection to Strategic Plan:

Goals:	<i>Average public ACT composite score of 21 by 2020</i>	<i>55 percent of the class of 2020 will be on track to achieve postsecondary completion</i>
How best practice addresses:	<ul style="list-style-type: none"> - ACT Prep in each subject area was offered as an enrichment opportunity during RTI² - A college and career focused enrichment class was offered for freshmen - Resources were allocated for a high-quality professional development on ACT preparation and test-taking tips 	Reading and math interventions were implemented during a school-wide “skinny block” to get more students on grade level and on-track to graduate high school and continue into postsecondary.
Priority Areas:	<i>High School Bridge to Postsecondary</i>	<i>All Means All</i>
How best practice applies:	Students are given choice and accountability for enrichment opportunities with an expectation to take ownership over their learning.	A district-wide data team meets quarterly to evaluate intervention materials, discuss specific skill deficits, scheduling issues, and concerns of teachers. The team includes representatives from all grade levels to bring a diverse range of perspectives and knowledge on student progress.

Practices:

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|--|---|--|
| <input type="checkbox"/> Culture | <input checked="" type="checkbox"/> Instructional | <input type="checkbox"/> Training/PD |
| <input checked="" type="checkbox"/> Accountability | <input type="checkbox"/> Programmatic | <input type="checkbox"/> Policy Change |
| <input type="checkbox"/> Funding | <input type="checkbox"/> Other: | |

Results:

- Increased student achievement results
- ACT TNReady/EOC/TVAAS NIC EPS
- Decreased remediation and/or subgroup gaps

<p>The Challenge</p>	<p>West Carroll is striving to reach the statewide strategic goals for ACT improvement and postsecondary success. As a district, West Carroll decided to implement RTI² at the high school level before it was mandated to support their goal of improving the academic outcomes for all of their students.</p> <p>Current Statistics: 18.8 average ACT score (below state average 19.4) 9 percent of students meeting all four ACT college readiness benchmarks (below state average of 19%)</p> <p>Core Subject Data (2015): <i>Improved:</i> English I & II, Algebra II, US History <i>Declined:</i> English III, Algebra I, Biology I</p>
<p>The Vision</p>	<p>At the district level, West Carroll committed to implementing RTI² at the high school level in the 2014-15 school year. In order to identify students needing intervention and skill deficits, school leaders created a spreadsheet with all academic data (STAR screening, TCAP/EOC, and EXPLORE scores) and coded students on a scale of 1-5. The data helped school leaders identify students who were most behind in reading and math. Once students were identified as needing intervention, they identified the major skill deficits of students through additional probes. Lambert says, "We placed students, progress monitored, made adjustments in instruction, fluidly changed groupings based on student need and met regularly with data teams."</p>

Action Steps / Summary of To-Do's:	<ul style="list-style-type: none"> - Process focused on prevention (early identification) - Staff culture of collaboration (everyone participates in RTI²) - Leadership from the district – early implementation - Teachers asked to teach interventions receive specific training and teachers from lower grade levels (5th-6th) were consulted for best practices in teaching reading skills - Data notebooks for <i>all</i> students helped progress monitor for students in all Tiers
Lessons Learned:	<ul style="list-style-type: none"> - Use all available data to make decisions on interventions (including attendance, behavior, academic) - More than 30 minutes is needed for effective interventions and enrichment (moved to 35 minutes this year) - RTI² works best if whole school is involved – all students are engaged and every staff member has a responsibility - Specific training and professional development is key - Continuing to strengthen Tier I instruction is essential - Regularly review the use of data and data sources - Continuous improvement: review current intervention tools and future options for intervention tool

Communications	<ul style="list-style-type: none"> - Parents were first informed of RTI² implementation at a school-wide open house - Parents receive a monitoring letter every 4.5 weeks - All parents receive three letters: <ul style="list-style-type: none"> • Initial placement letter • A progress monitoring letter for students in intervention • An enrichment letter for students who are performing at or above grade level
Stakeholder Management	<ul style="list-style-type: none"> - Give faculty and students a level of choice in their responsibilities for RTI² - Conduct regular walk-throughs to check fidelity for implementation of strategies - Give teachers ample opportunity to give feedback and to identify areas of focus for planning and resources

Metrics & Measurements:

Baseline Data	Progress to Date	Goals
<ul style="list-style-type: none"> - 9 percent of students meeting all 4 ACT benchmarks in 2013-14 - 129 total students in intervention (10.5 percent per grade level) at start of 2014 school year 	<ul style="list-style-type: none"> - 14 percent of students meeting all 4 ACT benchmarks in 2014-15 - 92 total students in intervention (7.5 percent of grade level) at start of 2015 school year 	<ul style="list-style-type: none"> - Improve overall student academic performance to surpass state averages - Close the gaps in student learning - Enrich supports for students at or above grade level

Practitioner Perspective (Cheryl Lambert):

*“Our program is not a perfect model, but only an example of **a work in progress**: one that is continually evaluated and adjusted to **maximize student growth and success**. Our high school RTI² program provides a structure for accomplishing our long-standing, ever-present goals of improving the academic success of our students and **supporting students toward college and career readiness**.”*

*Developing this structure of support has allowed our school to **ignite and strengthen a mindset** for intentional awareness of student performance, continual assessment of progress, and positive predictions for student success.”*

Resources:

- West Carroll Special School District - wcssd.org