

Promising Practice Capture Sheet

School: LaVergne High School

District: Rutherford County

Practice: High School Response to Instruction and Intervention (RTI²)

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Rural Suburban Urban

■ Region: Middle Tennessee

Connection to Strategic Plan:

Goals:	<i>Average public ACT composite score of 21 by 2020</i>	<i>The class of 2020 will be on track to achieve 55% postsecondary completion within 6 years</i>
How best practice addresses:	A district-wide focus on Response to Instruction and Intervention (RTI ²) combined with a school-wide literacy initiative are strengthening the foundational skills LaVergne students need to prepare for the ACT.	Proactive intervention using a multi-tiered system of supports gives students more time to develop skills, master standards, and progress toward a broader set of college and career opportunities.
Priority Areas:	<i>Empower Districts</i>	<i>All Means All</i>
How best practice applies:	Implementation of RTI ² is not a one-size-fits-all model. LaVergne illustrates the approach of the Rutherford County central office combined with school-specific programs.	RTI ² is a problem-solving process intended to identify at-risk and then provide students with the interventions and supports they need. The multi-tiered approach employed at LaVergne ensures that each student receives the level of support that they need when they need it.

Practices:

Culture

Accountability

Funding

Instructional

Programmatic

Other:

Training/PD

Policy Change

Results:

Increased student achievement results

ACT TNReady/EOC/TVAAS NIC EPS

Decreased remediation and/or subgroup gaps

The Challenge:

Compared to other high schools in the district, LaVergne High School has a high percentage of economically disadvantaged students and lower ACT average and graduation rate. A significant number of LaVergne students enter high school with significant deficits in reading and math.

The Vision:

The vision was to concentrate intervention supports on the 9th grade and provide skills-based intervention (Tier III) for all the students scoring in the bottom quartile. Tier III Intervention is a scheduled course within the daily schedule. Tier II, time in the day for additional skills-based interventions and remediation, is a flexible time in which students receive additional support based on their individual needs.

Summary of To-Do's:

- Develop a master schedule that allows for Tier II and III intervention for all necessary students
- Hire and provide strong professional development to interventionists
- Train and support teachers on mastery-based grading and data tracking to monitor daily progress
- Provide a list of free online resources for interventionists to reference and use
- Provide a content reading course so that all 9th grade students can receive skills support based on their reading level
- In data meetings, rather than talking about every student, focus the conversation on students that are not progressing as expected
- Rutherford County has specific requirements for which faculty are eligible to be interventionists

Lessons Learned:

- LaVergne hired highly-rated middle school teachers to become Reading interventionists at the high school level
- LaVergne's principal prioritized interventionists and Tier III class scheduling in his staffing decisions
- When reviewing school-wide data, LaVergne realized that *all* students were struggling with standards mastery in one or more classes; this led to the decision to create a flexible block of time to offer more intervention and remediation using a "VISA" system - Very Important Student Appointment. The VISA appointment is standards based remediation that students receive during the same week that they did not master the course standard(s). During this time students report to their content teacher for additional support to master the standard(s).
- A majority of LaVergne's students required skills support in reading so, using Maryville High School's model, they instituted a Strategic Reading Course for all 9th grade students. The course is always taught by a level 5 teacher and students build reading skills based on their Lexile scores.

Communications:

The district has provided strong support for implementation at each level and has created clear systems for RTI² communication.

- The district developed a standard Early Warning System to support schools in identifying at-risk students
- Responsibilities for each Tier in the RTI² framework are clearly delineated at the school level
- The district team created specific clarifications for the secondary level to distinguish between intervention and remediation
- Parents are notified of their student's progress through the school's regular Progress Reports delivered every 4.5 weeks
- The district uses its website to publish informational videos for parents and the public (see the "Resources" section at the bottom of the page)

Stakeholder Management:

Supporting teachers has been a priority of RTI² implementation.

- All English interventionists district-wide were provided training in the state's Reading Course.
- LaVergne has prioritized common planning every day for teachers in the same subject area and have weekly Professional Learning Communities (PLC) supervised by an assistant principal.
- During the PLCs, teachers plan in small groups using classroom data.
- Interventionists attend PLCs in different subject areas to help teachers develop supports for specific, individual students.

Metrics & Measurements:

Baseline Data	Progress to Date	Goals
<p>ACT Composite Averages</p> <p>2012-13: 17.5 2013-14: 18.2 2014-15: 17.4 3-Year Average: 18.1</p>	<p>The Strategic Reading Course has led to 1-2 years of growth, on average, for all students.</p> <p>English - 3 Year Average: Student EOC performance in English II and English III has <i>exceeded</i> expected growth over the past three years.</p>	<ul style="list-style-type: none"> - Build capacity of students to access rigorous curriculum - Interventions and supports to identify at-risk students and prevent dropouts - Continuous school improvement: better teaching and learning

Resources:

- Rutherford County Schools [Website](#)
- Video from Rutherford County website: ["For Parents: Response to Instruction and Intervention Explained"](#)
- ["LaVergne High students earn nearly 4,000 college hours in Dual Enrollment Academy"](#)