

Reach new heights of student learning



RTI AT WORK™

EVIDENCE OF EFFECTIVENESS

You're dedicated to helping your students succeed. At Solution Tree, our experts are committed to equipping you with solutions that directly impact student achievement. We invite you to explore the best of content-rich, research-based professional development and discover just how rewarding the journey can be.

Here are just a few ways we can work together:

Customized Workshops

Bring an expert to your school! Plan a dynamic one-day session or a series of trainings. Just tell us your goals, and we'll customize an experience for you and your team.

Standard Workshops

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Bring a keynote speaker into your school, and inspire your team to take the next steps on your professional learning journey! Keynotes typically include a slide presentation and a general question-and-answer segment.

Interactive Web and Video Conferencing

Get top-notch PD from the comfort of your office or classroom! Discover personalized, research-based support from our experts on more than 100 topics, including Common Core, RTI, and 21st century skills.

Long-Term Sustainable Plans

Let us put you on the path to long-term success. We'll partner with you to develop a comprehensive and sustainable professional development plan based on your most critical challenges.

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Clinton High School CLINTON, IOWA

Course failures in English and algebra decreased from 79 students to 17 students in two years.



DEMOGRAPHICS

- 1,100 Students
- 55% Free and reduced lunch
- 1% Limited English proficient
- 18% Special education
- 12.3% African American
- 5.4% Hispanic
- 1.4% Asian/Pacific Islander
- <1% Other

Clinton High School is located on the Mississippi River in the county seat of Clinton, Iowa.

CHALLENGE

When Clinton High School administrators attended a Solution Tree conference in the summer of 2011, they hoped to learn strategies that would help them fight several discouraging trends. The graduation rate was declining as failures were increasing. State assessment results and attendance were both down. Student behavior issues were increasing. Staff efficacy and overall school morale were low and continuing to diminish. The existing structure and culture did not allow staff the time to fully support all students—those in general classes as well as those in honors and AP. Another challenge was eliminating

the barrier to honors and AP classes, making those opportunities available to all students.

“After hearing Mike Mattos speak, I was very intrigued by his vision but still had many reasons why none of it would really be successful for me in my school,” recalls former Principal Karinne Tharaldson-Jones. “I approached him after his session and stated just that. He confirmed my belief by saying this: ‘You are the principal, right?’ He then stated, ‘You are right; it won’t work for you. You are the principal, and *you* don’t believe it.’”

IMPLEMENTATION

“That conversation with Mike Mattos changed everything,” Tharaldson-Jones says. “He was right; I had the power, the resources, and the vision to fix things. If not me, who?” Tharaldson-Jones returned to CHS with her leadership team, determined to focus on the right things that would enable a total and complete school system change:

- Student learning
- Teacher collaboration
- Administrative “laser-like” focus

Using the books *Pyramid Response to Intervention* and *Simplifying Response to Intervention* (Buffum, Mattos, and Weber) as guides, CHS staff eventually realigned and implemented an intervention process where data for every student was analyzed by a data team each week. Student indicators now are reviewed each week, and interventions are implemented for all students in all class levels, including AP. Staff are required to update grades

each week, and the data team reviews the success of each intervention.

Tharaldson-Jones and her team started very small and with great focus: one teacher, one course, and one grade level. “We put a study table in place for Algebra 1 during lunch. One teacher was assigned to this lunch intervention to see if any progress could be made. We had great success after only one trimester. Our failures dropped in half.”

After expanding this small effort to other courses, school staff ultimately created a system where students could be successful and achieve at high levels.

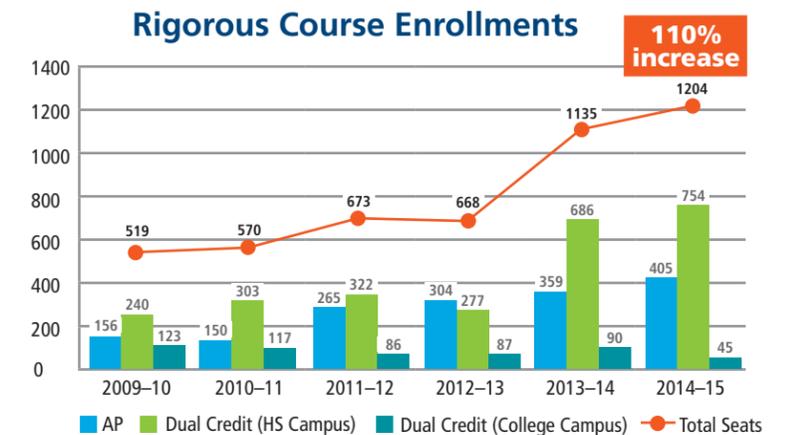
“In the end I realized the biggest barrier to the success at CHS was me,” Tharaldson-Jones says. “Our staff was good enough, our students were bright enough; the principal just had to be brave enough.”

“CHS’s outstanding results are because our team comes together each week and has meaningful conversations around interventions. No excuses or complaining allowed. Student success is the only goal. Mike Mattos was right.”

—Former Principal Karinne Tharaldson-Jones

RESULTS

The trends at CHS now tell a very different story. By every indicator, CHS has been successful in improving student performance. From 2009 to 2014, the total number of course failures in grades 9–12 decreased by 79%. Results also show that students feel supported in their efforts to be successful in the classroom and, in response, are showing up to learn. In just one year—from the 2012–13 school year to the 2013–14 school year—student attendance increased by 3%!



Clinton High School Study Table Results—Ds

