Agenda

- CCSD Demographics
- Highlights of the CCSD RTI System
- Next Steps and Lessons Learned
- Opportunities for Cross-District Sharing
357

Schools for the 2010-2011 school year
Area Service Centers in CCSD
309,893

Students in the 2010-2011 school year
Student Ethnic Distribution 2009-2010

- Hispanic (41.9%)
- Caucasian (31.9%)
- African American (12.4%)
- Asian (7.1%)
- Native American (.7%)
Response to Instruction

The right type of instruction, for the right amount of time, the right way, right away, for All students.
Process – Working, but Insulated 2004-2005

Two departments with complimentary goals.

<table>
<thead>
<tr>
<th>Psychological Services Student Support Services Division</th>
<th>K-12 Literacy Curriculum and Professional Development Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>• IDEA &amp; Nevada Regulations</td>
<td>• 3-Tier Reading Model (NCLB)</td>
</tr>
<tr>
<td>• Intervention documentation</td>
<td>• Need for strong Tier I instruction</td>
</tr>
<tr>
<td>• Collaborative Problem-solving for Tier II</td>
<td>• Standard Protocol for Tier II</td>
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<tr>
<td>• Progress monitoring</td>
<td>• Data collection</td>
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</tbody>
</table>

**Student Intervention Program**

Clark County School District
Established RTI Collaborative to include Divisions and Departments
– Collaboration and Problem Solving
– Common Language
– Consistent Understanding
Developed Response to Instruction
Elementary Guide
— K-5 Reading and Math
— K-12 Positive Behavior Supports
— Second Language Acquisition
Developed K-12 Response to Instruction Operations manual

- Secondary Model
- K-12 Writing
- Inclusive Schools Practices
- Scheduling Models
Manual Review

Page 1 - Overview
Page 5 - High-Quality Instruction
Page 7 - Inclusive schools practices
Page 8 - Assessment
Page 12 - K-12 Instructional Models and Schedules
Page 21 - Positive Behavior Supports
Page 24 - English Language Learner Resources
Expanding RTI Collaborative

- School Administrators
- Teacher Induction, Mentoring, and Development Division
- Assessment, Accountability, and School Improvement Division
- Early Childhood Education
- Enrichment/Acceleration

Process – Further Refining Communication 2010
NCRTI Alignment and Technical Support

— Documents Review - CCSD Resources and RTI Framework
  • To Facilitate Planning by RTI Collaborative

— Technical Support for Nevada State Department and CCSD Pilot Schools
  • Support for State Advisory Group
K-12 Literacy Department

• Administrator Focus Groups
  – Practical Implementation
    • Education for ALL
    • Feeder Schools Alignment
    • Data Collection
    • Master Schedule Development
    • Credit Retrieval (not connected to seat time)
    • Resources Tied to Funding

• Online RTI Modules
  – Overview, Assessment, High-Quality Instruction, and Elementary and Secondary Instructional Models
Psychological Services

• Systemic Assessment Practices
  – AIMSweb Data System
    • Universal Screening and Progress Monitoring
    • Complementing Other Assessment Practices
  – RTI Assessment Protocol for Learning Disabilities
    • Discontinued IQ/Achievement Discrepancy effective January 2009
    • Core Elements of RTI Assessment – Part of Comprehensive Evaluation Process
      – Appropriate Instruction, Targeted Interventions, Level of Academic Performance, Level of Progress, and Consideration of Exclusionary Factors
Highlighted CCSD Department RTI Supports

Assessment, Accountability, Research, and School Improvement

- **INFORM** Platform
  - Universal Data Access
  - Facilitating Data-Based Planning and Decision Making
Cross-District Sharing

• What were the initial sources of RTI leadership in your district and how has that leadership expanded over time?

• How are your current efforts and resources focused on RTI?
CCSD Then and Now
2004 - 2010
Our Story – CRT/HSPE

Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>2003-2004</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th Grade</td>
<td>41.1%</td>
<td>53%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>45.3%</td>
<td>65%</td>
</tr>
<tr>
<td>High School</td>
<td>75.1%</td>
<td>77.6%</td>
</tr>
</tbody>
</table>

Improvement:
- 5th Grade: +11.9%
- 8th Grade: +19.7%
- High School: +2.5%
Our Story – CRT/HSPE Mathematics

- 5th Grade: 47.9% (2003-2004), 66% (2009-2010), +18.1%
- 8th Grade: 45.7% (2003-2004), 56% (2009-2010), +10.3%
- High School: 41.4% (2003-2004), 49.6% (2009-2010), +8.2%
Our Story – High School Graduation Rate
2004 v 2009

Graduation Rates

- All Students: 62.7% (68%) +5.3%
- Hispanic: 50.4% (57.2%) +6.8%
- Caucasian: 70.8% (76.6%) +5.8%
- African American: 50% (57.2%) +7.2%
- Asian: 71.8% (81.5%) +9.7%
- Native American: 51.7% (57.2%) +5.5%
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<thead>
<tr>
<th></th>
<th>2003-2004</th>
<th>2009-2010</th>
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</thead>
<tbody>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subpopulation</td>
<td>10.7%</td>
<td>10.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(11.5% Nationally)</td>
</tr>
<tr>
<td>Percent change in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>54%</td>
<td>48%</td>
</tr>
<tr>
<td>Subpopulation</td>
<td></td>
<td>(52-54% Nationally)</td>
</tr>
<tr>
<td>SIT Referrals</td>
<td>n = 7,645</td>
<td>N = 11,927</td>
</tr>
<tr>
<td>“Hit Rates”</td>
<td>1,256/2,068 (60.7%)</td>
<td>1,362/1,898 (71.8%)</td>
</tr>
<tr>
<td>Disproportionality</td>
<td>Black LD RR = 2.0</td>
<td>Black LD RR = 2.0</td>
</tr>
<tr>
<td></td>
<td>Black MR RR = 2.4</td>
<td>Black MR RR = 1.7</td>
</tr>
</tbody>
</table>
Process - Potential Factors Influencing Gains

- NCLB
- IDEA
- Access to Services
- School and Area Leadership
- RTI ???
  - Need to expand program evaluation
  - National Center for RTI
Process - Moving Forward

- Continuing alignment of District goals, resources, planning, and program evaluation

- Progressively defining essential practices, resources, and procedures
  - Unifying assessment procedures (Universal Screening and Progress Monitoring)

- Increasing focus on consistent implementation
  - Reestablishing a new “equilibrium” for practices
Process – *Long-Term Targets*

- Implementing with maximum fidelity
  - At all levels and across all services

- Ongoing, effective professional development
  - Inclusive Practices and Co-Teaching
  - Differentiated Instruction
  - Early Literacy Intervention
  - High Quality Sheltered Instruction
Cross-District Sharing

• Reflection: Write down one short-term goal and one long-term goal for RTI in your district.

• Share with another district representative.
Process – CCSD Successes

- Established RTI as a General Education initiative.
- Developed a share understanding of terms and concepts
- Incorporated the use of standard treatment protocols and collaborative problem-solving for interventions
Process – CCSD Lessons Learned

• Communicate, communicate, communicate
• Collaborate, collaborate, collaborate
  – Goals resources, training models etc.
  – Earlier collaboration with instructional leaders
• Change requires both top-down and grassroots leadership (Culture and Climate)
• Transition to practical implementation sooner
  – School improvement demands time for staff to adopt, internalize, and consistently implement new practices
Questions and Comments
Resources


• RTI Action Network [rtinetwork.org](http://rtinetwork.org)
Effective leaders of change understand the work that needs to be accomplished and are able to assemble a structure for how the change can be planned, organized, designed, communicated, and eventually implemented.

Deshler 2007