



# Every Child Every Day Whatever It Takes

MO-CASE  
Special Education Administrator's Conference  
September 2009

# Demographics

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- Who is Ozark?



# How did we get where we are?

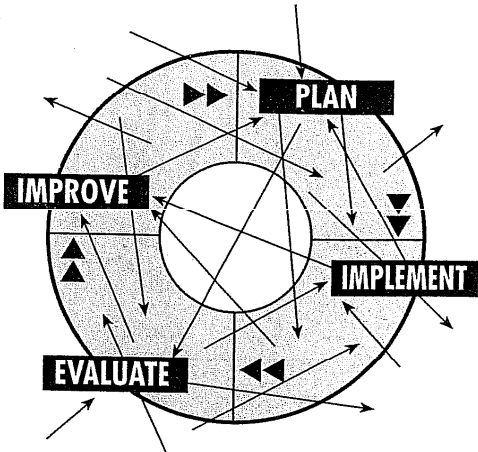
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- District assessment data – Not where we needed to be on high stakes assessments
- District was changing
- Random acts of improvement

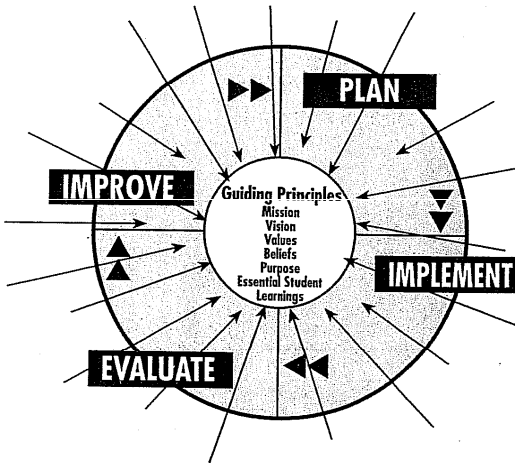
# Communication Arts Proficiency Target – Ozark Public Schools

	2002	2003	2004	2005	2006	2007	2008
Overall Proficiency Target	<b>18.4</b>	<b>19.4</b>	<b>20.4</b>	<b>26.6</b>	<b>34.7</b>	<b>42.9</b>	<b>51.0</b>
School Total (All students)	32.9	32.7	36.6	34.3	51.5	52.4	55.4

From Victoria L. Bernhardt: *Data Analysis for Comprehensive Schoolwide Improvement*



**Random  
Acts of Improvement**



**Focused  
Acts of Improvement**

# Focused Improvement

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- June, 2008 – Leadership team brought together.
- Conversations were necessary with the administrative team
  - Random acts were not getting us where we needed to be
- Key questions-
  - What are we implementing?
  - What is important to get us to the goals we have?

## PLC

### Prof. Learning Community

Collaboration, Common Assessments

What Do We Expect Students to Learn

How Will We Know When They Have Learned It.

How Will We Respond If They Don't Learn It.

How Will We Respond When They Already Know It.



- ✓ Every Child
- ✓ Every Day
- ✓ Whatever It Takes!

Ozark School Staff

**Workshop Framework for Literacy Instruction**

**Small Group, Whole Group, Individual – Focus on Learner**

**Coaching and Mentoring Model**

**Accountability – goals, assessment, benchmark Indicators**

### Partnerships in Comp. Literacy

**PCL**

**High Quality Instruction/Intervention**

**Universal Screening**

**Implementation of Research-based Strategies**

**Monitor and Adjust to Student Needs**

### Response to Intervention

**RTI**

# Our three initiatives.....

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- Halt....no new initiatives
- Not about majority or teacher favorites rule

# Legal Basis/Requirements for Response to Intervention - RTI

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NCLB

*No Child Left Behind*

IDEA

*Individuals with Disabilities  
Education Act, 2004*

# NCLB

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- High Quality Instruction
- Research-Based Instruction
- Universal Screening
- Early Intervention
- Frequent Progress Monitoring
- Early intervention
- Student Outcomes Drive Decisions

# IDEA 2004

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**When determining whether a child has a specific learning disability, a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability**

**A local educational agency may use a process that determines if the child responds to scientific, research-based intervention.**

**A local educational agency may use federal funds to develop and implement coordinated early intervening services.**

# Response To Intervention

## What is it?

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The practice of providing high-quality instruction/intervention matched to student needs

*and*

Using rate of learning over time and level of performance

*to*

Inform educational decisions

IDEA Partnership, July 2007

# Response To Intervention

## What is it?

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- **Response to intervention (RTI) is a process intended to help educators maximize student achievement through early identification of learning or behavioral difficulties. By using RTI, teachers and other school staff are able to identify challenges to student learning, provide appropriate evidence-based interventions, and monitor student progress based on achievement and other performance data. By providing information about how a child responds to evidence-based interventions and supports, RTI enable teachers to adjust their instruction to best meet the needs of their students.**

National Center on RTI

# Goals of RTI

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- Intervention (Broad view)
  - Prevention of academic/behavior problems
    - Attend to skill gaps early
    - Close skill gaps to prevent failure
- Identification (Narrow view)
  - Determination of eligibility as a student with a specific learning disability
    - Pattern of inadequate response to interventions may result in referral to special education
    - Student intervention response data are considered for SLD eligibility

# Why RTI?

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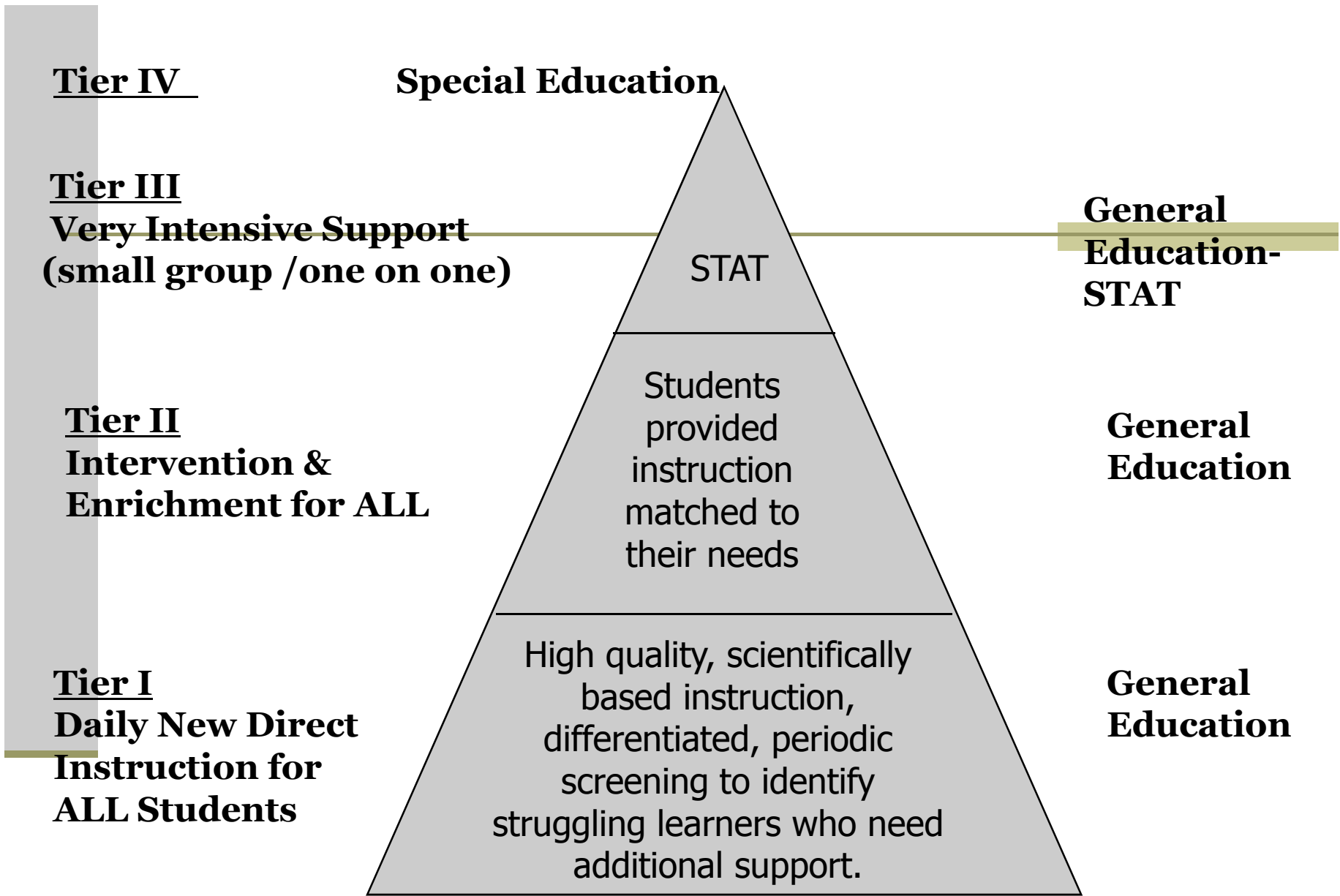
- To reduce the number of students identified with learning disabilities
- To intervene earlier abandoning the “wait to fail model” using the discrepancy criteria

# Common Elements of RTI

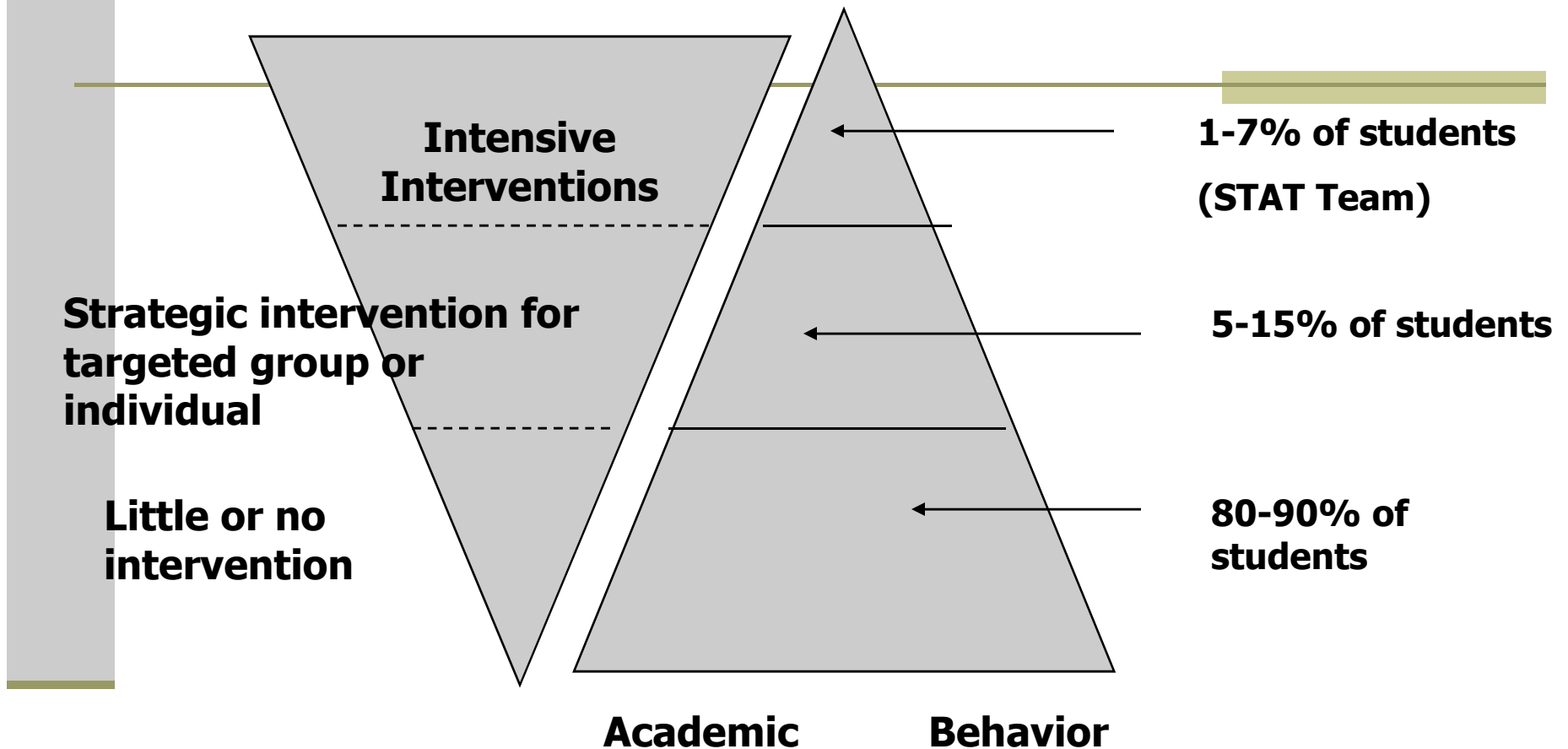
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1. 2 or more tiers of increasingly intense interventions that are well designed with procedural steps
2. Use a problem solving model or standardized treatment protocol for intervention tiers.
3. Implementation with fidelity

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4. Implementation of a differentiated instruction that aligns with classroom programs.
  5. Varied duration, frequency, and time of targeted research based interventions, and
  6. Explicit decision rules for judging learners' progress...data collection and progress monitoring.



# Matching Interventions to Student Needs



**This graphic illustrates the importance of matching interventions to student needs. For students who are not making expected learning progress, commensurate w/ their abilities and readiness, the Student Teacher Assistance Team can provide valuable support.**

# Missouri Integrated Model -MIM

## ■ Eleven Essential Features

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1. Shared vision and commitment
2. Leadership at state, district and building levels
3. Collaborative environment
4. Ongoing professional development
5. Educator support through mentoring and coaching
6. Culturally responsive practices
7. Resource mapping
8. Family and community involvement
9. Evidence-based practices
10. Data based decision-making
11. Progress monitoring

# MIM – Missouri Integrated Model

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- Started with 5 components

1. Professional Learning Communities - PLC
2. Response to Intervention – RTI
3. School Wide - Positive Behavior Supports SW-PBS
4. High Schools That Work – HSTW
5. Reading First

Modified by eliminating “Reading First”

*Where do we begin?*

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Begin with.....  
the end in mind!!!!

# Areas of Determination for a Specific Learning Disability

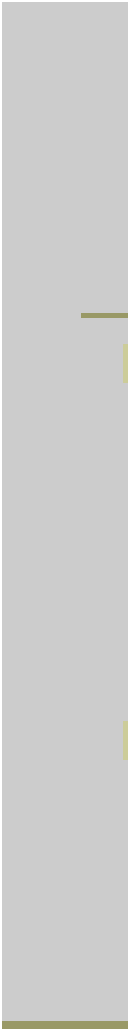
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- Basic Reading Skills
- Reading comprehension
- Reading fluency
- Oral Expression
- Listening Comprehension
- Written Expression
- Math Calculations
- Math Problem Solving

# Determining a Specific Learning Disability

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- The child does not achieve adequately for the child's age or to meet State-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards.

- 
- 
- Data that demonstrates that prior to or as part of the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel, and
  - Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

# **State of Missouri Guidance for Identification Of Specific Learning Disability (SLD) June 2008**

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## **Definition**

**According to federal and state regulations, specific learning disability is defined as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.**

**The term does not apply to students who have learning problems that are primarily the result of visual, hearing or motor disabilities; mental retardation; emotional disturbance; cultural, environmental, or economic disadvantage; limited English proficiency; a lack of appropriate instruction in reading, including the five essential components of reading instruction as defined in section 1208 (3) of the ESA, including phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies; and a lack of appropriate instruction in math.**

**This definition distinguishes a specific learning disability from a general learning deficit or from underachievement. The information gathered must show evidence of an unexpected problem in learning. Therefore, the term specific learning disability would exclude students whose overall limited cognitive ability results in pervasive learning problems due to any of the exclusionary categories referenced in the above paragraph. Most students with SLD have at least average intelligence, although some students may score below the average range on tests of intelligence. Thorough documentation that the eligibility criteria has been met is required regardless of which of the two methods listed below is utilized to determine the student has a SLD.**

# Whose Job is it?

	<b>Purpose</b>	<b>Focus</b>	<b>Team</b>
<b>Old Referral Model</b>	To get students out of general ed and into special ed	Testing Students	Primarily Special Education
<b>Current RTI Model</b>	To help students achieve in the general education classroom	Problem-Solving	Primarily General Education

# Whose Job is it?

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## ■ Who understands RTI?

- Sped admin 93%
- Gen Ed admin 14.3%
- IEP Chair 20.1%
- Sped teacher 31.3%
- Gen Ed teacher 8.3%
- Attorneys 20%

2008

*Journal of Special Education, March*

# Is RTI really here to stay?

- Federal Statute December 3, 2004  
IDEA 2004
- Proposed Regulations June 21, 2005
- Final Regulations August 14, 2006
- Reauthorization IDEA June 2009 ??
- Reauthorization of NCLB 2009???

# Early Intervening Services/Funds

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IDEA permits LEAs to use IDEA funds (not more than 15%) for EIS for:

- students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services,
- but who need additional academic and behavioral supports to succeed in a general education environment.

*Where do we begin/continue?*

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..... with.....

the end in mind!!!!

# Assessment

- Assessments should measure the specific skills and strategies needed for success in the classroom:
  - Basic Reading Skills
  - Reading Comprehension
  - Reading Fluency
  - Written Expression
  - Oral Expression
  - Listening Comprehension
- Directly reflect the general curriculum
- May be published or unpublished

# Assessments that work!

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- Curriculum based measures
  - Observations
  - Running records
  - Reader response logs
  - Reflections logs
  - Book Graphs
  - Performance and portfolio assessments
  - Rubrics
  - Inventories
  - Checklists



Disconnect between current special  
education evaluation instruments

*And*

General Education Curriculum > PCL

Making Connections.....

.....Talking the Same Language

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Special Education Staff and Literacy Coaches

Basic Reading Skills

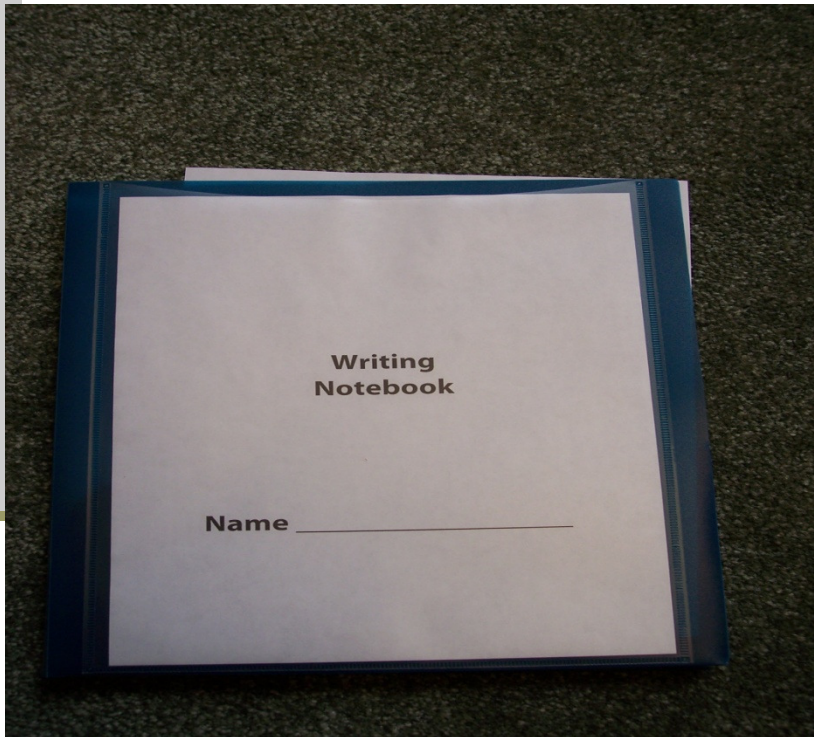
Reading Comprehension

Reading Fluency

Written Expression

# Developed by Sonia Beth, Coach Ozark North Elementary

## Writing Notebook



Although it is a folder, the writing notebook is used by student as they work with pieces through the writing process. Three pieces of work are kept in the folder at all times as well as writing resources. As pieces reach final draft/publishing/abandoned stage, they move to the writing portfolio crate.

# Developed by Sonia Beth, Coach Ozark North Elementary

## Writing Portfolio



The writing portfolio is a crate in which each student has their own hanging file folder. Students move writing pieces from their writing notebook to the writing portfolio which acts as a storage place for student's writing work

Developed by Sonia Beth, Coach  
Ozark North Elementary

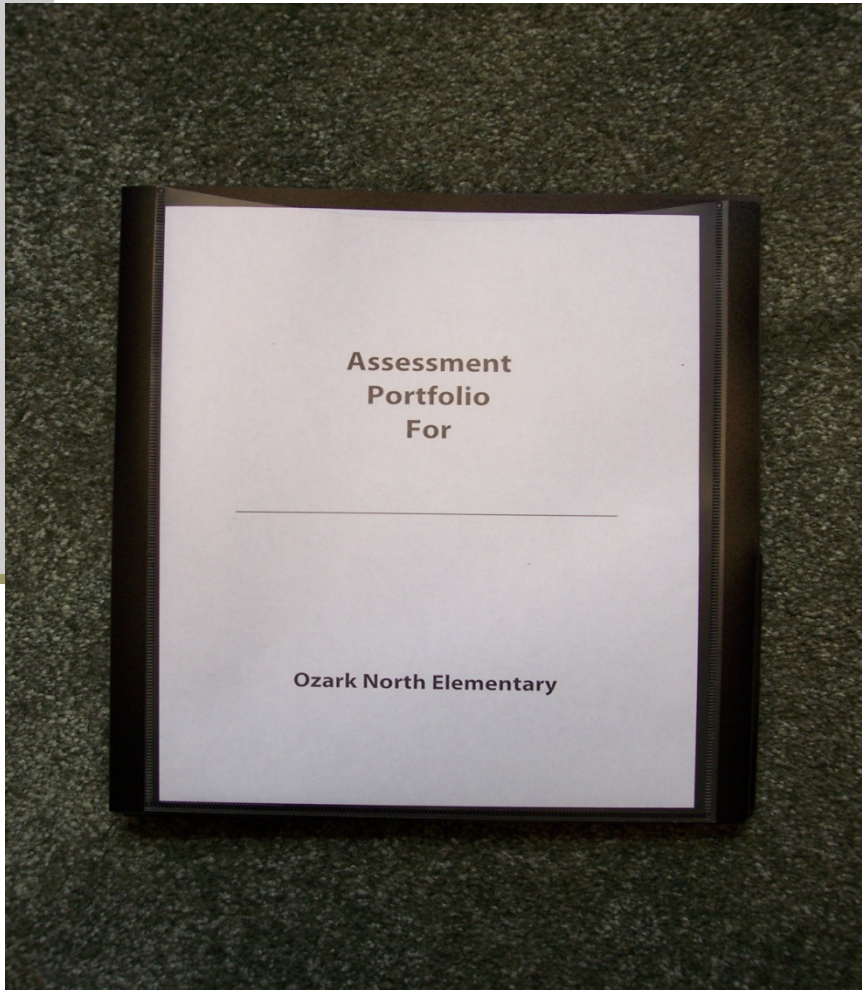
## Conferencing Notebook



The conferencing notebook is a three ring binder that serves as a storage unit for assessments completed for students during the quarter. It's purpose is to house assessments until the end of the quarter when at that point they are moved to the Assessment Portfolio or student file.

# Developed by Sonia Beth, Coach Ozark North Elementary

## Assessment Portfolio



The assessment portfolio is a 10 pocket folder which houses completed assessments. Teachers have an Assessment portfolio for each student. At the end of the quarter, a group of assessments will be moved from the conference notebook to this Assessment Portfolio.....

## Assessment Portfolio - continued

■ The assessment Portfolio will house:

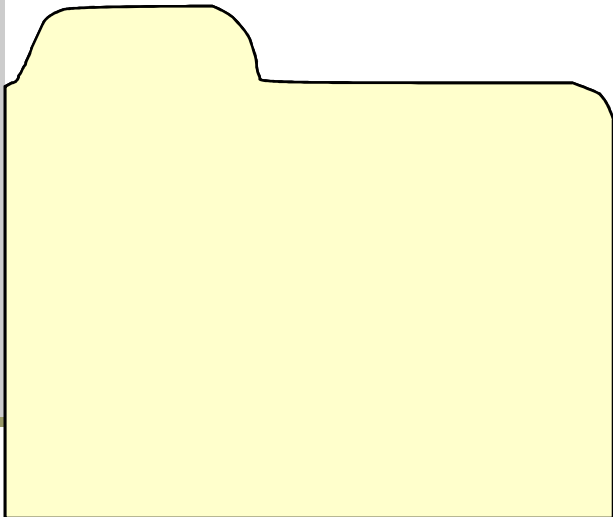
- OS/DRA/IRI
- Completed book graph pages
- Quarterly Student Assessment log page
- Kindergarten Rating Scale
- Rubrics
- Writing Prompt
- Gentry Spelling

(There is a labeled pocket in the portfolio for each of these)

*This assessment portfolio will be passed on to the next year's teacher at EOY*

# Developed by Sonia Beth, Coach Ozark North Elementary

## Individual Student Folder



Some assessments that have been stored in Conference notebook will be placed in an individual file folder marked with student's name at the end of the quarter. Any assessments that are not placed in this folder. These items include:

Running records, keystone assessments, quarterly benchmark assessments, anecdotal notes, etc.

*Where these folders are housed is up to the individual teacher, but must be accessible at all times. ALL student assessments must be kept until the EOY.*

Making Connections .....

.....Talking the Same Language

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SPED Language = Basic Psychological  
Processes

Literacy Language = Reading/Writing Behaviors  
PCL Model

# Basic Reading Skills

## Early Reading Behaviors: Decoding Strategies

Student \_\_\_\_\_ Date \_\_\_\_\_

Book Title/Text Level \_\_\_\_\_ Score: \_\_\_\_/10

Reading Behavior	Not observed 0	Observed some of the time 1	Observed consistently (or accurate reading) 2	Comments
Self-Monitors reading with greater ease; uses known words and patterns to check on reading.				
Searches through words in a left-to-right sequence; blends letters into sounds; repeats words as if to confirm.				
Takes words apart at the larger unit of analysis				
Reads high-frequency words fast, fluently, and automatically				
Becomes faster at noticing errors and initiates multiple attempts to self-correct.				

Adapted from Dorn & Soffos, 2001a, p. 111

# Reading Comprehension

## Comprehension Guide for Story Retelling

Student \_\_\_\_\_ Date \_\_\_\_\_

Story \_\_\_\_\_ Book Level: \_\_\_\_\_ Score: \_\_\_\_\_/18

Comprehension Guide	Not Observed 0	Prompted Behavior 1	Unprompted Behavior 2	Comments
Retells story in logical and sequential order.				
Discusses the main and secondary characters in the story.				
Describes the setting of the story.				
Uses language phrases, book talk, and/or special vocabulary from the story.				
Detects the problem and solution in the story.				
Includes supporting details from the story.				
Connects story to other texts (text-to-text).				
Responds to story at a personal level (text-to-life).				
Describes the story ending.				

Adapted from Dorn & Soffos, 2001a, p. 110

# Reading Fluency

Name \_\_\_\_\_

## Oral Reading Fluency Scale

Level 4	Reads primarily in large, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expression interpretation.			
Level 3	Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.			
Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.			
Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur – but these are infrequent and/or they do not preserve meaningful syntax.			

\* Note the student's fluency level by recording the date and book level.

# Written Expression

## Second Grade Writing Proficiency Benchmark Narrative Writing

Page 1

Second Grade Writing Proficiency Benchmark/ Narrative Writing	
<p><b>Standard I - Process and Habits</b></p> <p><b>First Draft</b></p> <ul style="list-style-type: none"> <li>✓ Composes ideas with fluency (2 pts)</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>✓ Adds/deletes words or ideas (6 pts)               <ul style="list-style-type: none"> <li>▪ Rearranges words, sentences, or phrases (4 pts)</li> <li>▪ Substitutes richer vocabulary choices (3 pts)</li> </ul> </li> <li>✓ Uses writing checklist (3 pts)</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>✓ Notices many errors in spelling by circling words (3 pts)</li> <li>✓ Attempts to correct most misspelled words (3 pts)               <ul style="list-style-type: none"> <li>▪ Attempts to correct all misspelled words (2 pts)</li> </ul> </li> <li>✓ Attempts to correct most punctuation and capitalization (6 pts)               <ul style="list-style-type: none"> <li>▪ Attempts to correct all punctuation and capitalization (2 pts)</li> </ul> </li> <li>✓ Uses resources to check (4 pts)</li> </ul> <p><b>Final Draft</b></p> <ul style="list-style-type: none"> <li>✓ Incorporates revisions into final copy (4 pts)</li> <li>✓ Increases accuracy of the final copy (4pts)</li> </ul> <p><b>TOTAL 46 points</b></p>	<p><b>Standard I</b></p> <p>___ <b>Below</b> the Standard (24 or less)</p> <p>___ <b>Approaching</b> the Standard (25-34)</p> <p>___ <b>Meeting the</b> Standard (35)</p> <p>___ <b>Exceeding</b> the Standard (above 35)</p>
<p><b>Standard II - Audience and Purposes/ Author's Craft</b></p> <p><b>Introduces the Topic</b></p> <ul style="list-style-type: none"> <li>✓ Opening sentences relate to the topic (6 pts)               <ul style="list-style-type: none"> <li>▪ Creates a good lead that grabs the reader's attention (4 pts)</li> </ul> </li> </ul> <p><b>Develops the Topic</b></p> <ul style="list-style-type: none"> <li>✓ Uses logical order (beginning, middle, end) (6 pts)</li> <li>✓ Sustains the idea throughout the piece (6 pts)</li> <li>✓ Uses individual voice (4 pts)               <ul style="list-style-type: none"> <li>▪ Uses dialogue effectively (2 pts)</li> </ul> </li> <li>✓ Uses transitional words for time flow (3 pts)               <ul style="list-style-type: none"> <li>▪ Uses transitional phrases for time flow (2 pts)</li> </ul> </li> <li>✓ Uses strong nouns and/or muscular verbs (4 pts)</li> <li>✓ Uses descriptive words to create mind pictures (4 pts)               <ul style="list-style-type: none"> <li>▪ Uses figurative language, similes, or metaphors (2 pts)</li> </ul> </li> <li>✓ Writes to the prompt (3 pts)</li> </ul> <p><b>Concludes the Topic</b></p> <ul style="list-style-type: none"> <li>✓ Provides sense of closure (6 pts)               <ul style="list-style-type: none"> <li>▪ Ties story together with appropriate and interesting sentence or section (2 pts)</li> </ul> </li> </ul> <p><b>TOTAL 34 points</b></p>	<p><b>Standard II</b></p> <p>___ <b>Below the</b> Standard (31 or less)</p> <p>___ <b>Approaching</b> the Standard (32-41)</p> <p>___ <b>Meeting the</b> Standard (42)</p> <p>___ <b>Exceeding</b> the Standard (above 42)</p>

# Ozark R-VI School District

Based on December Child Count Data

	Total SWD	LD	% (incidence rate)
2008	616	202	3.84 (11.7)
2007	677	233	4.59 (13.3)
2006	702	253	5.16 (14.4)
2005	639	238	5.14 (13.8)

# What needs to be in place...

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- Fidelity of the model
  - Reading Recovery implemented as intended
    - Standards and Guidelines
  - Partnerships in Comprehensive Literacy implemented as intended.
    - ESAIL document

# Partnerships in Comprehensive Literacy (PCL) Model

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- **Vision:**

- To develop schools committed to continuous improvement and system-wide renewal.

- **Mission:**

- To develop an apprenticeship culture that meets the needs of an ever-changing, global society.

- **Goal:**

- To develop self-regulated learners with the capacity to initiate, coordinate, and sustain school improvement.

# PCL Features.....

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- **Feature 1:** *A Framework for Literacy* uses a workshop approach for meeting the needs of all students, including a balance of whole group, small group, and individual conferences within an integrated, inquiry-based curriculum.
- **Feature 2:** *Coaching and Mentoring* uses contingent scaffolding, coaching cycles, and a gradual release model for increasing teacher efficacy.
- **Feature 3:** *Model Classrooms* are constructivist settings where teachers meet together to apprentice one another in implementing the literacy framework.
- **Feature 4:** *High Standards* are based on state, national, and professional standards that align with specific benchmarks along a literacy continuum.
- **Feature 5:** *Accountability* includes a school-wide, seamless assessment system with multiple measures for evaluating success, including formative and summative assessments, student portfolios, intervention assessment walls, and school reports.

- **Feature 6:** *System Interventions* are structured within two waves of literacy defense. The first wave is K-3, including Reading Recovery and small group interventions; and the second wave is 4-12, including classroom interventions and supplemental group interventions.
- **Feature 7:** *Collaborative Learning Communities* are embedded into the school climate, including literacy team meetings, professional learning communities, teacher book clubs, peer observations, cluster visits, teacher conferences, and demonstration lessons.
- **Feature 8:** *Well-Designed Literacy Plan* is developed and revised for continuous school improvement, including short and long-term goals with specific benchmarks for progress monitoring.
- **Feature 9:** *Technology* is used for inquiry-based learning, including electronic discourse, telecommunications, data management, and general sharing across partnership sites.
- **Feature 10:** *Spotlighting and Advocacy* are techniques for disseminating information on the model, including news releases, research articles, school reports, conference presentations, and other advocacy efforts

# Reading Recovery Teachers

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- SPED
- Serving beyond first grade
  
- ARRA
  - Strategic Processing
  
  - Incidence rate for learning disabilities
  - Classroom teachers better job of serving students of need.
  - Data already exists.

# Data Analysis Embedded in the Practices of the District

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- Analysis
  - Student
  - Classroom
  - School
  - District

# Contact us at

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- Mrs. Phyllis Wolfram- Director of Special Services
- Dr. Karen J. Scott- Director of Federal Program