
Special Education Task Force and Strategic Planning updates

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Achievement results: percents refer to those who achieved levels 3 or 4

Assessment	2005-2006	Goal	2006-2007
Grade 4 ELA (all students)	66%	73%	71%
Grade 4 ELA (students with disabilities)	19%	23%	19%

Achievement results: percents refer to those who achieved levels 3 or 4

Assessment	2005-2006	Goal	2006-2007
Grade 8 ELA (all students)	53% (2004-2005: 46%)	52%	61%
Grade 8 ELA (students with disabilities)	9%	12%	13%

Achievement results: percents refer to those who achieved levels 3 or 4

Assessment	2005-2006	Goal	2006-2007
Grade 4 ELA (economically disadvantaged)	51%	60%	58%
Grade 8 ELA (economically disadvantaged)	28%	35%	39%

Achievement results: percents refer to those who achieved levels 3 or 4

Assessment	2005-2006	Goal	2006-2007
Grade 8 Math (all students)	62%	63%	62.5%
Grade 8 Math (students with disabilities)	12%	21%	19%

Achievement results: percents refer to those who achieved levels 3 or 4

Assessment	2005-2006	Goal	2006-2007
Grade 8 Math (economically disadvantaged)	37%	46%	45%

Alignment of student interventions

- Task Force focus on pre-referral efforts
 - Examining current practice
 - Re-visioning the child study team process
 - Students identified as struggling or as high achievers
 - Academic intervention services
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Child Study Teams (K-8)

- Concerns with the previous model:
 - Direct path to CSE
 - Services vs interventions
 - Standing committee
 - Strengths of the current model:
 - Empowering teachers
 - Collection of data
 - Solution oriented
 - Flexible team based on need
 - Directly linked to AIS and RTI
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Academic Intervention Services

- Required by state regulation
 - District plan expired in 2006
 - Strategic Planning Committee examined current practice
 - Multiple measures for eligibility
 - Tiered services
 - Exit criteria
 - Documentation and reporting
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Next Steps

- Focus on connections
 - Roll-out of plans
 - Continued training
 - Development of high school CST
 - Monitoring implementation of new plans
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