



2016 Conference:

**Improving Outcomes Cost-Effectively For Struggling
Students Including Those with Special Needs and
English Language Learners**

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Rethinking Support for Struggling Students

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A World-Class Community of Learners

The Why

School Board Priorities

- Improving academic achievement and ensuring high levels of school performance;
- Using instructional strategies recognized as most-effective in the field;
- Creating a positive, safe and respectful environment for student learning;
- Continuing to build financial stability in Fridley schools by planning and executing financial plans; and
- Improving parent and school partnership



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Who we are

- International Baccalaureate – PK-12 Continuum
- Demographics
 - Enrollment - 3115
 - Open Enrollment - 1270 (41%)
 - Students of Color – 55%
 - FRL Eligibility – 63%
 - English Learner – 16%
 - Special Services – 15%



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Who we are

- Elementary (2)
- Middle School
- High School
- ALC
- Transition
- Early Childhood

What we thought we needed

- Special education staffing and service delivery
 - Licensed staff
 - Paraprofessionals
 - Related services

What we found we needed

- Effective service delivery
 - Special education
 - Related services
 - Literacy
- Model for staffing and service delivery
 - License staff
 - Non licensed staff
 - Related services



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What we did

- Focus groups with staff providing services to struggling students (DMC)
 - Special education teachers
 - Related services staff
 - Paraprofessionals
 - Reading and Title I teachers
 - Principals and district administrators



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What we did

- Analyzed staffing, services and achievement data (DMC)
 - Time study
 - Staff to student ratio
 - Staff expertise and licensure
 - Student achievement



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What we found

- Achievement in reading and math is stagnant
- Inconsistencies
 - Direct instruction time
 - Group size
 - Related services
 - Core literacy instructional practices
- Staffing
 - Paraprofessional support
 - Related services



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Recommendations

- Structure strong content support according to student need
- Provide additional time for struggling students
- Increase time of special ed direct instruction
- Establish group size for reading intervention
- Increase direct instruction time and group size for related services



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What we did

Literacy

- Braiding funding sources (Title 1, sped, ADSIS, gen ed)
 - Reallocation of staff: sped, paraprofessionals, EL, gen ed
 - Increase licensed reading intervention staff
- Reconstruct master schedules
 - Dedicated intervention time
 - Literacy, special ed, related services
- Redefine and strengthen core instruction



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What we did

- Special Ed
 - Identified teachers to increase literacy skills
 - Shifted roles
 - MTSS for behavior
 - ADSIS for behavior and academics
- Related Services
 - Group sizes
 - Hired our own staff



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What we did

- Social-Emotional
 - School linked mental health
 - MTSS district wide
 - Whole child approach
 - Considered ACE and impact on trauma
 - Added Board Certified Behavior Analysts
 - Added Social Workers

What we learned

- Articulate the WHY to all staff stakeholders
- Create common understanding of need and strategies
- Strengthen and support principals involvement
- Visible and consistent leadership
- Have clear evaluation plan

What we have next to do

- Fidelity of interventions
- Program evaluation and analysis for effectiveness in literacy
- Special education
 - Shift mindset of all staff to be more inclusive
 - Create more child specific IEPs
 - Focus on Problem Solving



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Questions?

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