

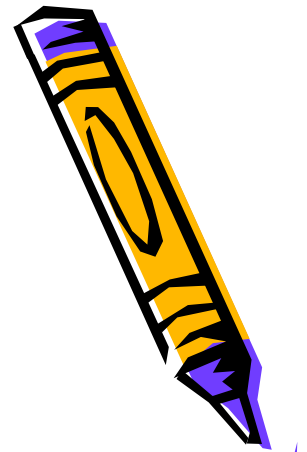


Training Special Education Teachers as Literacy Processing Specialists

Presented by
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Reading Recovery Teacher Leader



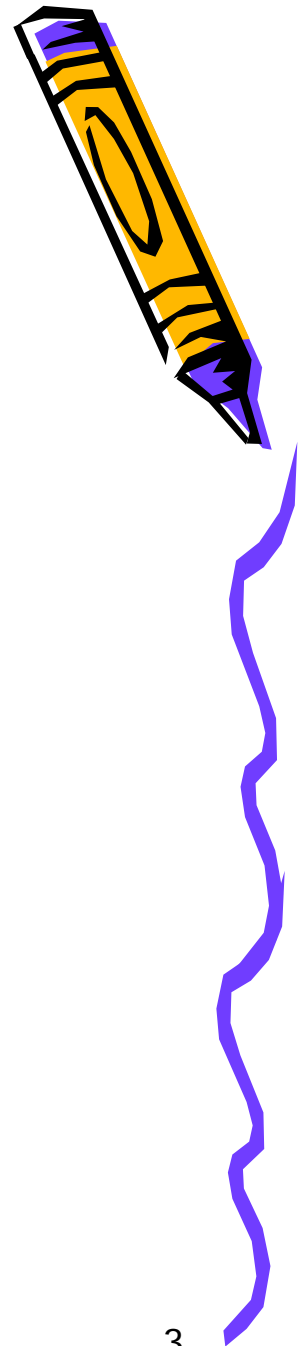
Snapshot of Rio Rancho, New Mexico



- Located near Albuquerque in central New Mexico
- New Mexico's 3rd largest city
- New Mexico's fastest growing city



Rio Rancho Public School Demographics



- District Enrollment

Fall 05-06
13,628

Fall 06-07
14,815

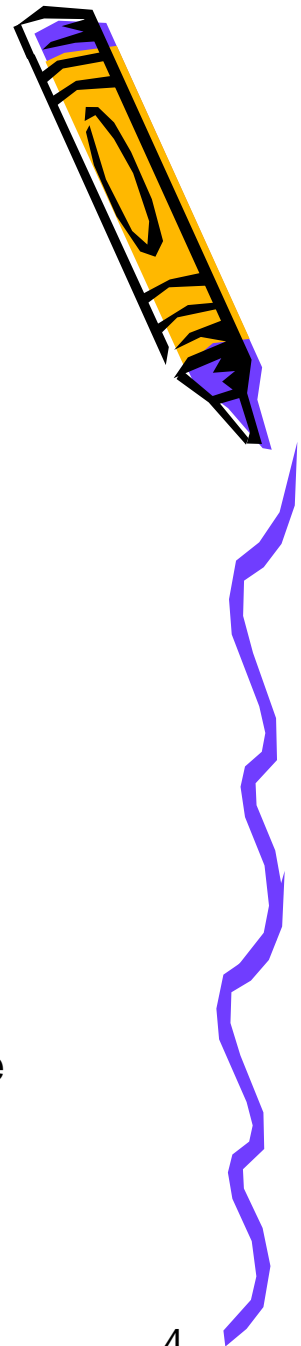
- Average Elementary Enrollment
(8 schools)

Fall 05-06
762

Fall 06-07
844



Free and Reduced Lunch



	TOTAL	TOTAL
COLINAS DEL NORTE	1038	44%
ENCHANTED HILLS	831	16%
E. STAPLETON	884	52%
MAGGIE CORDOVA	627	43%
MARTIN LUTHER KING, JR.	895	34%
PUESTA DEL SOL	806	58%
RIO RANCHO ELEM	762	48%
VISTA GRANDE	908	31%

TOTAL 6751

USING 40 DAY STUDENT COUNT

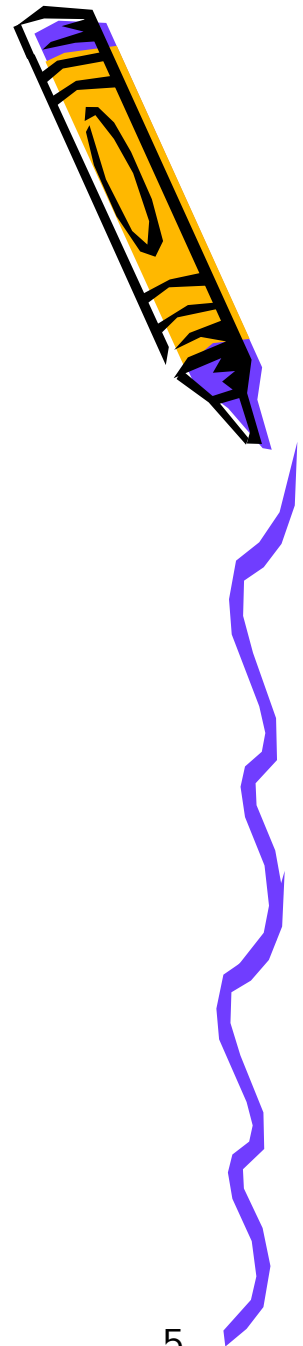
33.40% District Wide

Students are qualified for Free and Reduced lunches according to income guidelines.



Special Populations

- Ethnic
 - 51% Anglo
 - 39% Hispanic
 - 4% Native American
 - 4% African American
 - 2% Asian
- 5% ELL
- 14% Special Education



Special Education Enrollment

Fall 05-06
1966

Fall 06-07
2039



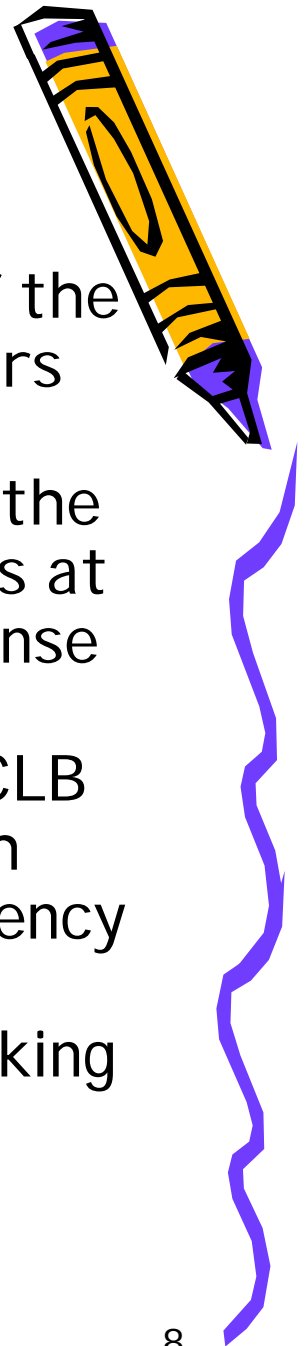
NCLB



- Each State must establish a timeline for making AYP that ensures that, not later than the 2013-2014 school year, all students will meet or exceed the State's proficient level of academic achievement.
- Goals of IDEA mirror NCLB.



NCLB and IDEA



- It has been five years since the enactment of the No Child Left Behind Act (NCLB), and two years since the reauthorization of Individuals with Disabilities Education Act (IDEA) that linked the two. The goal of closing the achievement gap is at the forefront of NCLB has helped create a sense of urgency about improving the academic performance of students with disabilities. NCLB requires that all students, including those with disabilities, achieve the same levels of proficiency in reading and math. Test scores nationwide suggest that students with disabilities are making gains in these areas.



Disability

vs.

Failure to Learn to Read



- National Concern - too many students are qualifying for Special Education under Specific Learning Disabilities (SLD) due to a lack of Reading Instruction and not due to a disability.



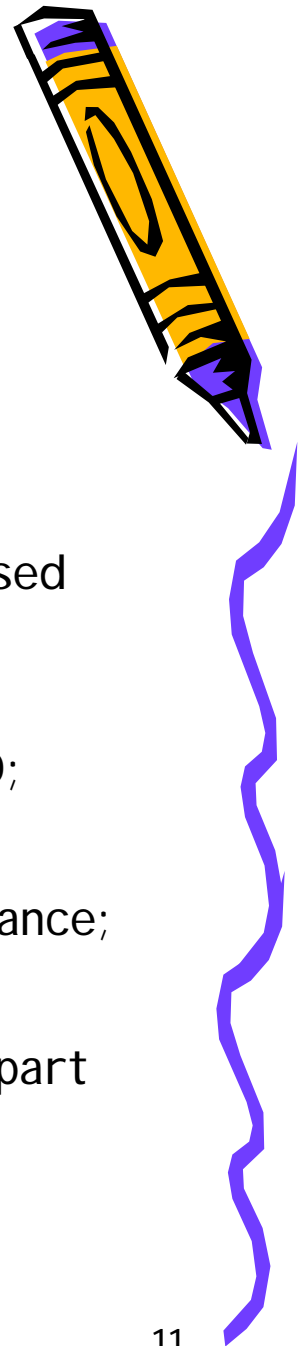
Learning to be Learning Disabled



- Reid Lyon
 - "Indeed, they estimate that the number of children identified as poor readers and served through special education could be reduced by up to 70 percent through early identification and prevention programs. They also argue that, given what is known about LD, it is irresponsible for the federal government to continue policies dictating an inadequate identification process for LD."



Learning to be Learning Disabled

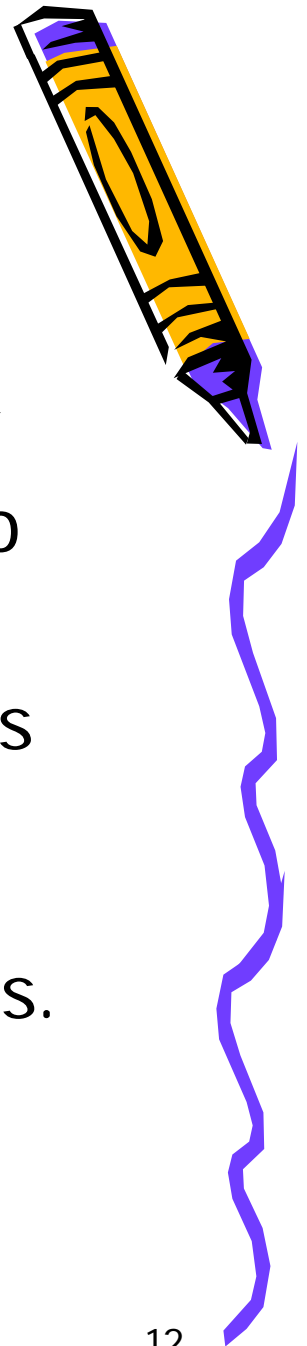


Drs. Lyon and Fletcher and their colleagues also recommend improvements in the definition of LD. They say we should:

- Replace the current exclusionary definition with evidence-based definitions that specify precise characteristics necessary to identify children with LD in reading, mathematics, written expression, and oral language;
- Jettison the IQ-achievement gap as a primary marker for LD;
- Stop excluding from consideration for special education youngsters who are performing poorly due to inadequate instruction, cultural and social factors, and emotional disturbance; and
- Consider a student's response to well-designed and well-implemented early intervention and remediation programs as part of the identification of LD.



Specific Learning Disability



- The regulations regarding evaluation of students with SLD have been revised to ensure that a disability is present.
- Scientific Research-based interventions must be used and if the child does not achieve adequately then he/she can be referred for Special Education Services.



SLD Revisions



Additional Procedures for Evaluating Children With Specific Learning Disabilities (SLD)

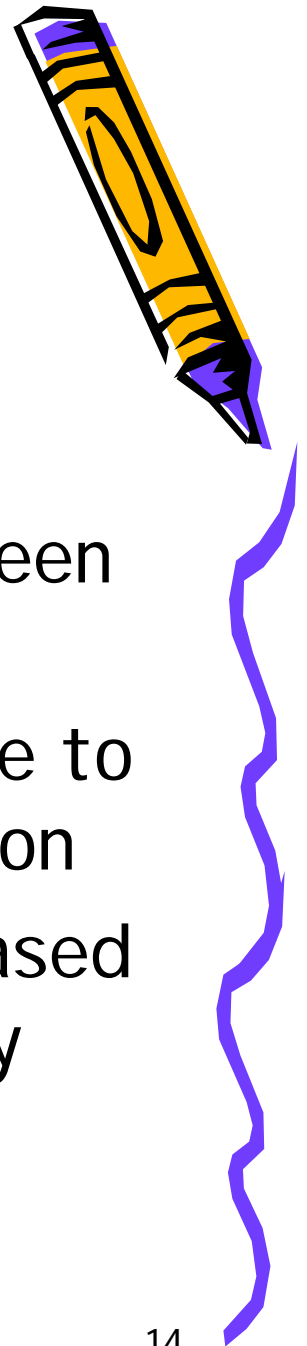
- **Section 300.307 (Specific learning disabilities) has been revised, as follows:**

(1) Proposed paragraph (a)(1) of §300.307, which allowed a State to prohibit the use of a severe discrepancy between intellectual ability and achievement for determining if a child has an SLD, has been removed, and proposed paragraph (a)(2) of §300.307 has been redesignated as paragraph (a)(1).

(2) Section 300.307(a)(2) (proposed paragraph (a)(3)) has been changed to clarify that the criteria adopted by the State must permit the use of a process based on the child's response to scientific, research-based intervention.



Specific Learning Disabilities



- Eligibility Criteria
 - No longer a severe discrepancy between intellectual ability and achievement
 - Must use a process based on response to scientific, research-based intervention
 - Use of other alternative research-based procedures for determining eligibility



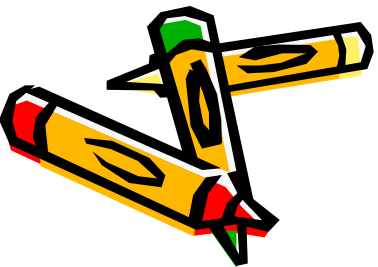
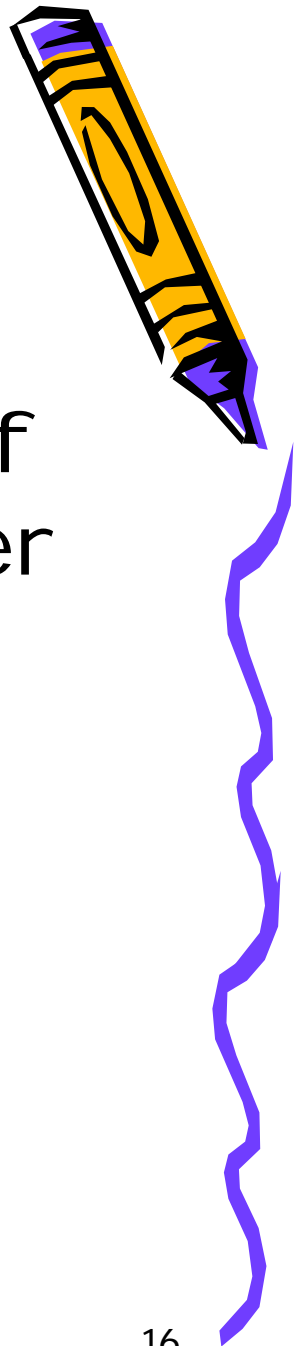
RtI

- To ensure that underachievement in a child suspected of having a specific learning disability is not due to a lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation
 - Did appropriate instruction occur in Regular Education
 - Regular assessment to determine if reading instruction is appropriate and making a difference

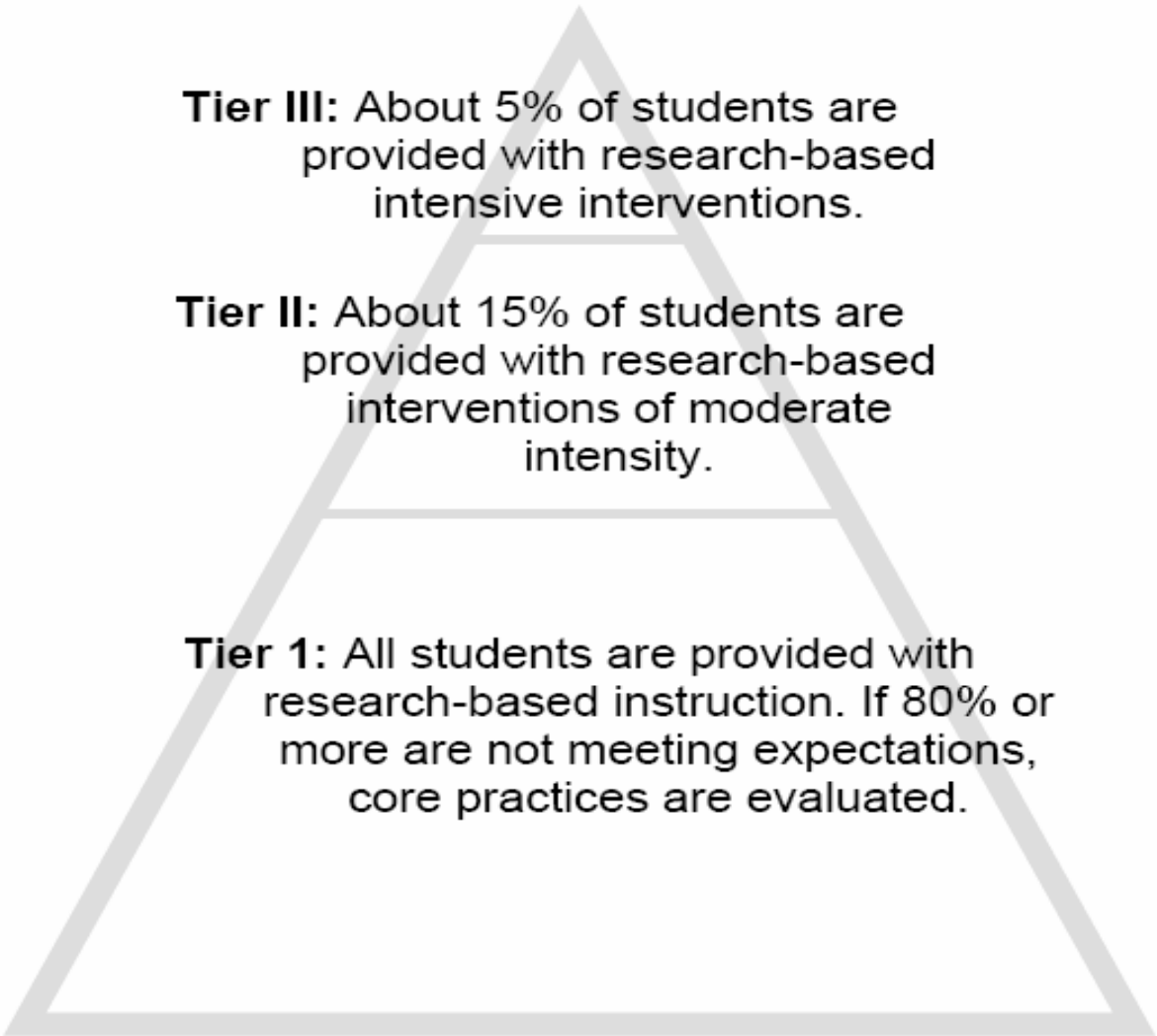


Tiers of Support

New Mexico uses a 3 Tier Model of support that is similar to the 4 Tier Model used by other states.



Tiers of Support



Tier III: About 5% of students are provided with research-based intensive interventions.

Tier II: About 15% of students are provided with research-based interventions of moderate intensity.

Tier 1: All students are provided with research-based instruction. If 80% or more are not meeting expectations, core practices are evaluated.

Source: Tigard/Tualatin School District, Oregon

Tiers of Support



EARLY INTERVENING SERVICES



- Under the 2004 amendments to the IDEA, Section 613 (f), local education agencies may use up to 15% of the current year allocation (24106) for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in the general education environment.
- Funds may be used for:
 1. Professional development for teachers and other school staff to deliver scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software.
 2. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.



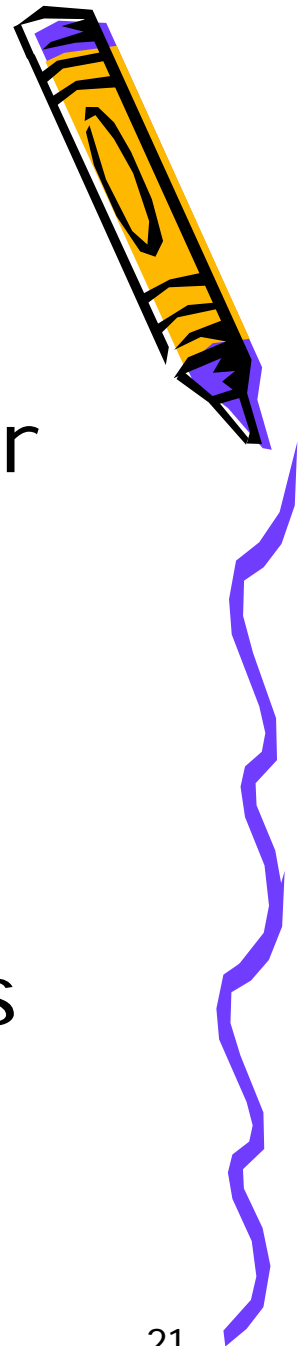
The Solution

Providing Reading Recovery training to Special Education teachers was a WIN-WIN solution benefiting all stakeholders:

students/parents
teachers
administrators



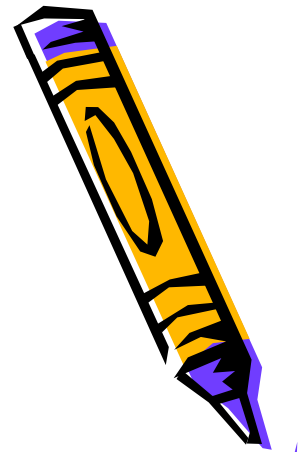
Reading Recovery



- Implemented 9 years in our 12 year old district
- Implemented in each elementary school in the district
- Model used—half day Reading Recovery/half day Literacy Groups



Reading Recovery



- Funded entirely through operational dollars
- High rate of success for students receiving a complete intervention



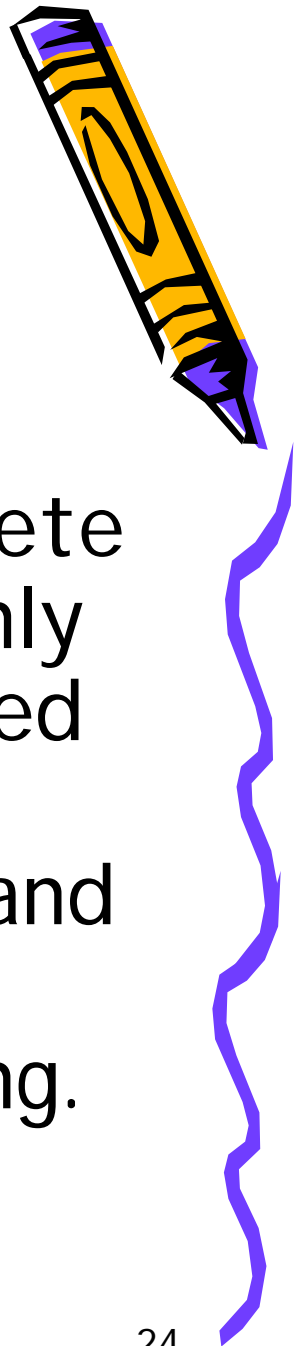
Two Positive Outcomes of Reading Recovery

- 1) The student's learning is accelerated to the average band of his/her class with no further intervention needed.
- 2) The student is referred for additional intervention.



Impact of Reading Recovery on Special Education

During SY 2005-06, 114 1st grade students in RRPS received a complete Reading Recovery intervention. Only three of those students were placed into special education: one for a reading disability, one for speech and language, one for other reasons. Seven more were awaiting screening.





Historical Collaboration between Special Education and Reading Recovery

IDEA funds were utilized to help pay the cost of training the Reading Recovery Teacher Leader for one year at TWU (01-02).



Literacy Processing Specialist

Rio Rancho Public Schools is providing Reading Recovery training to its special education personnel to provide them with additional knowledge and expertise in the literacy acquisition process.



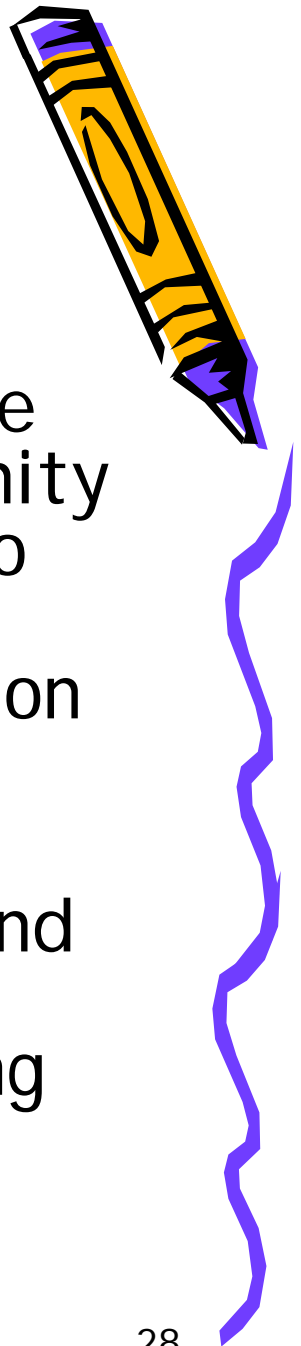
Literacy Processing Specialist

Time is divided up equally between two portions of the duty day. The Reading Recovery portion of the duty day entails teaching 4 students one-on-one. The other half of the day is spent providing reading instruction to special education students individually or in groups (no caseload attached at this time).



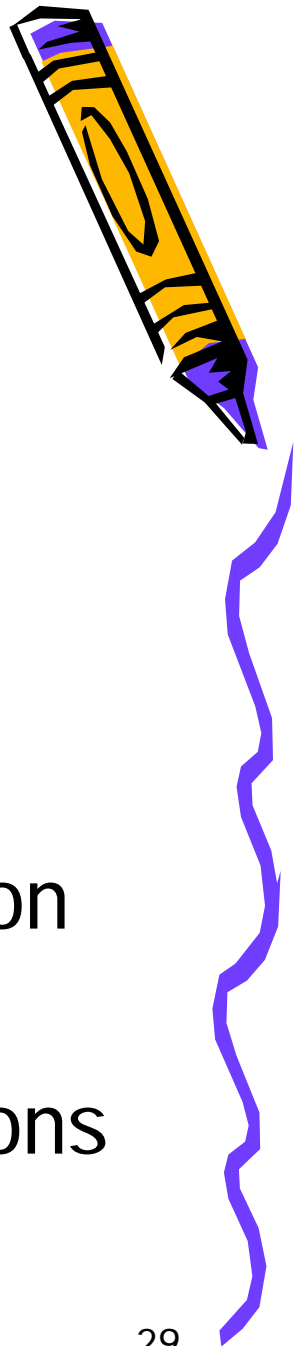
Dual Purposes

- 1) To give special education teachers a one year professional development opportunity to learn high level reading instruction to further their classroom interventions when they return to the special education classroom.
- 2) To support general education in a Response to Intervention (RtI) model and to give special education students an opportunity to receive additional reading support.

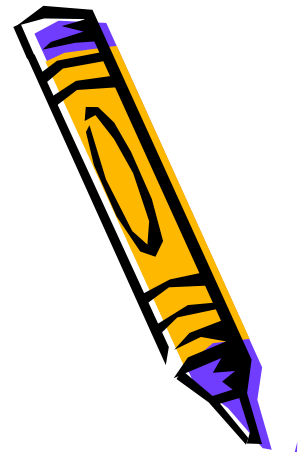


Multiple Benefits

1. Professional Development for Special Education Teachers
2. Additional staff for Response to Intervention (RtI) model using Reading Recovery
3. Intervention for Special Education Students
4. Alignment of District Interventions

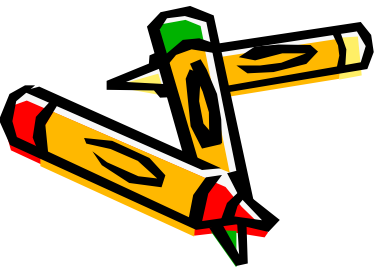


Implementation



Year 1

- Training Literacy Processing Specialists at four of eight elementary schools.
- Literacy Processing Specialists teach 4 Reading Recovery students daily and work with special education students during the remainder of their duty day.



Implementation



Year 2

- Train an additional six special education teachers.
- Year 1 trainees return to full-time special education responsibilities.
- Provide on-going continuing professional development for Year 1 trainees.



Literacy Processing Specialist Budget

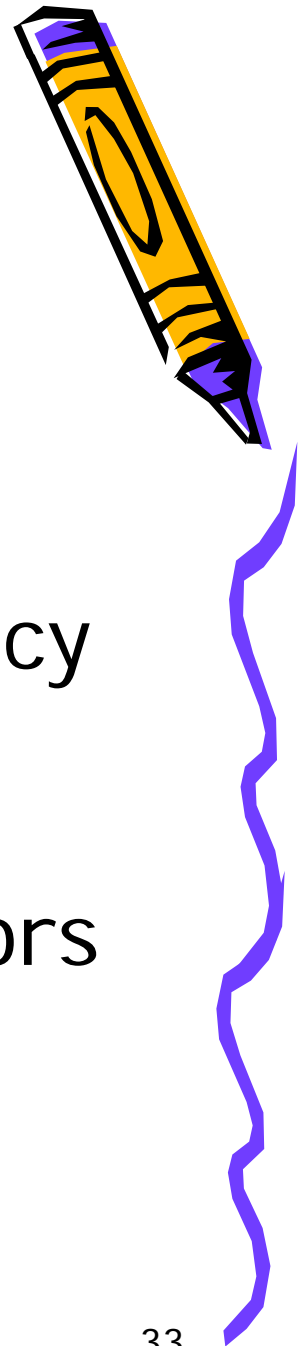
A Special Education Initiative



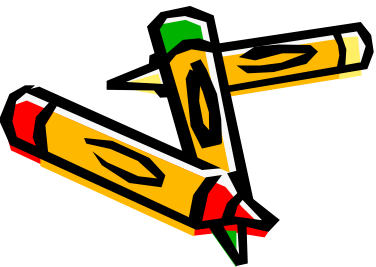
- District IDEA money pays teacher salaries and benefits of roughly \$250,000
- Tuition, Conference Attendance, Materials
- District operational money pays for Reading Recovery Teacher Leader (at one time paid by IDEA)



Payback Realized

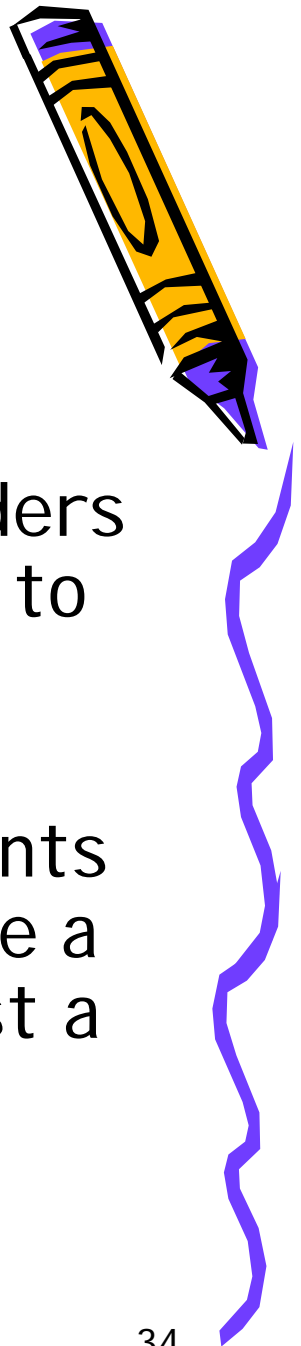


- More students receive Reading Recovery intervention
- Increased understanding of Literacy acquisition process for Special Education Teachers
- Common Vision amongst all educators to meet the needs of all students

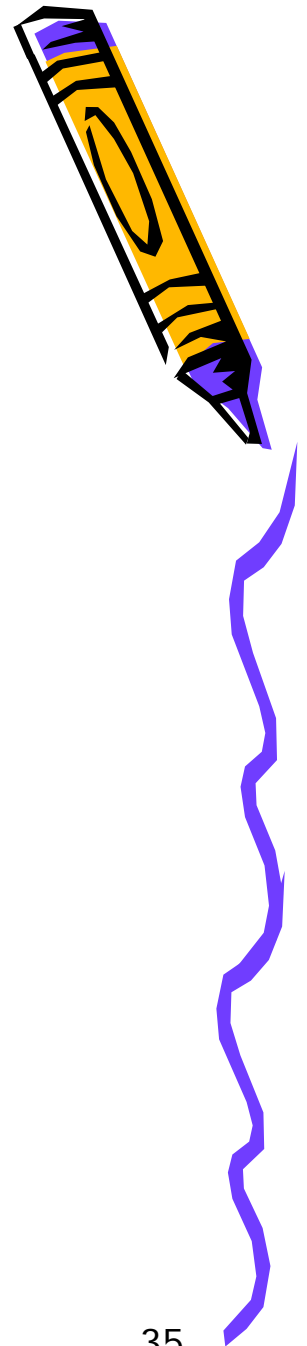


On-Going Challenges

- Rapid growth in student population combined with NM funding formula hinders our ability to provide Reading Recovery to all students needing services
- Student Assistance Team (SAT) accountability to ensure that the students placed into Special Education really have a documented identified need and not just a lack of instruction



Continuing Challenges



- Expanding the training to keep up with student growth.
- Modifying the model to meet the needs of inclusion teachers.
- Continuing to educate all teachers and administrators.



Contact Information

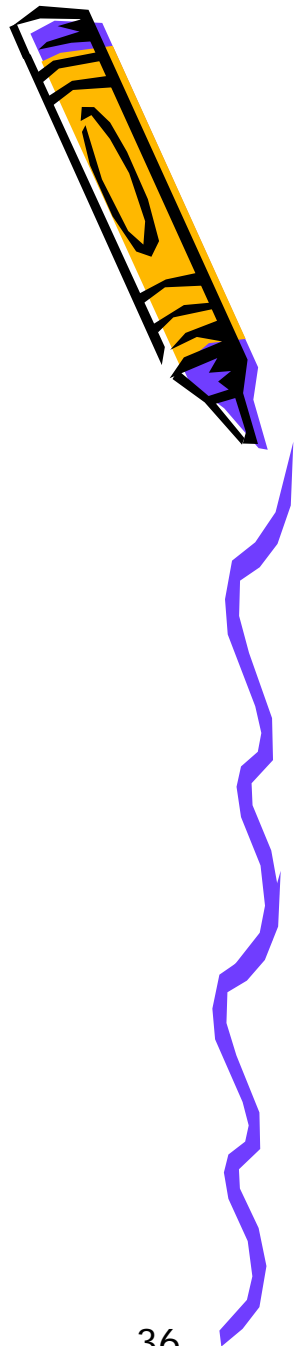
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