

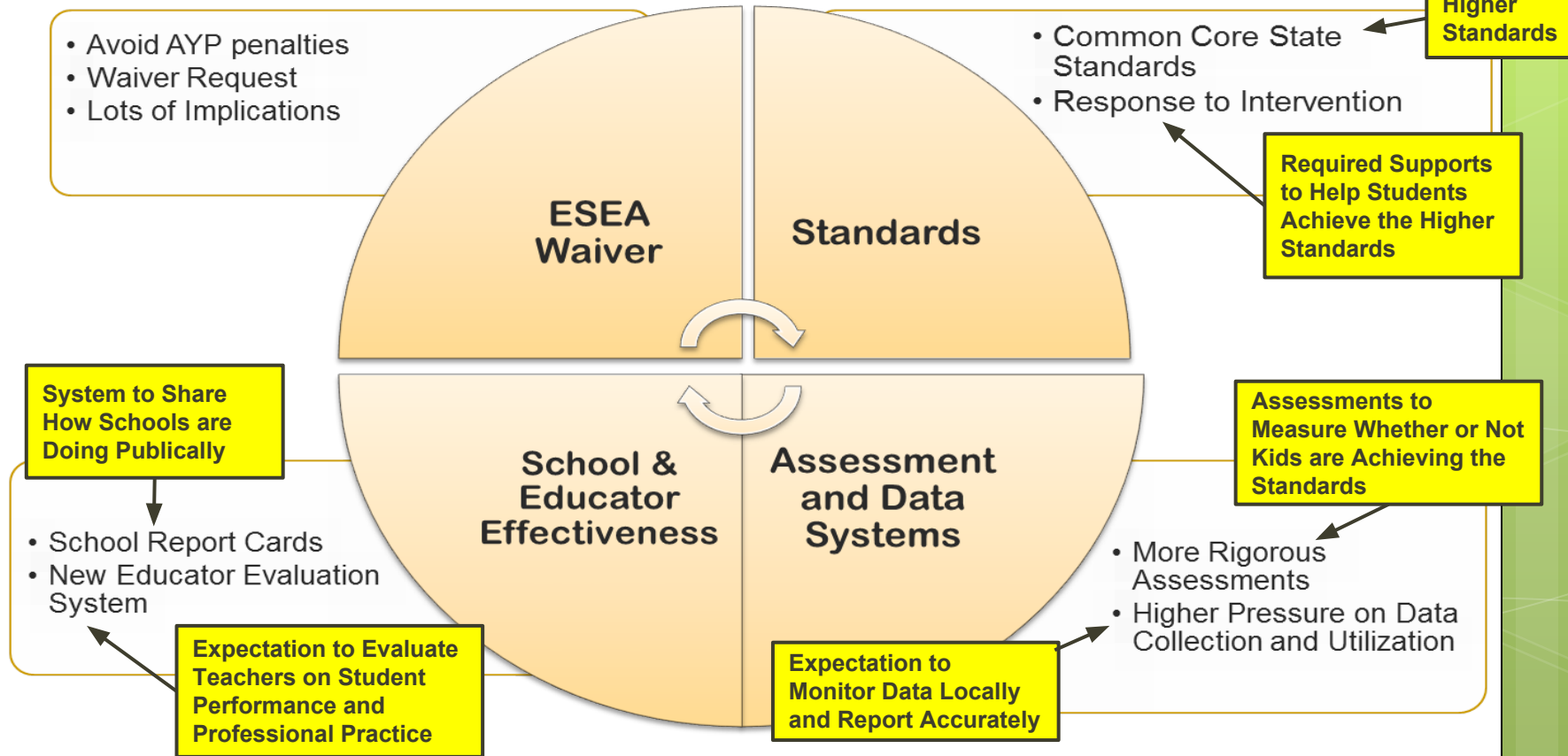
Agenda 2017

Mandate
Recommendations

Tonight's Presentation

- ❑ **Review Mandates and Requirements**
- ❑ **Review of Related Strategic Plan Goals**
- ❑ **Share Administrative Recommendations for 2015-2016**

DPI's "AGENDA 2017"



Summary of Mandate Areas

- ❖ Transition to **Common Core Standards** for Reading & Math
- ❖ Establishment of State **Educator Effectiveness** System
- ❖ Establishment of a **Response to Intervention** Model
- ❖ Implementation of **New State Assessments** (4K through 11)
- ❖ Establishment of Robust Local **Data Systems**

Mandate Study Timeline

Fall 2013	December 2013	April 2014	July 2014	January 2015	April 2015
Shared information with community referendum committees	Community committees recommend reallocation of existing funds to pay for mandates	Referendum passes. Board approves budget reductions in anticipation of mandate needs.	Updated mandate needs incorporated into strategic planning revision	Board hears anticipated mandate FTE needs at Joint Strategic Plan Meeting	Administration makes FTE requests to meet mandate requirements

Summary of Mandate Areas

- ❖ Transition to Common Core Standards for Reading & Math ✓
- ❖ Establishment of State Educator Effectiveness System ✓
- ❖ Establishment of a Response to Intervention Model ← **Tonight's Focus**
- ❖ Implementation of New State Assessments (4K through 12) ✓
- ❖ Establishment of Robust Local Data Systems ✓

Related Strategic Plan Goals

Literacy

5-Year Outcome: Interventions, designed in a Response to Intervention framework, will be selected, established and delivered with fidelity.

Math

5-Year Outcome: Interventions, designed in a Response to Intervention framework, will be selected, established and delivered with fidelity.

Behavior

5-Year Outcome: Behavior interventions will be determined, established and monitored.

Equity

5-Year Outcome: Achievement and participation data will be analyzed, gaps identified and plans developed and implemented to reduce achievement and/or participation gaps if present. As a result, there will be comparable performance and participation for all identifiable groups of learners.

What is Response to Intervention (RtI)?

- Using evidence-based methods to identify students most at risk for school failure
- Providing research-based instruction or intervention to support the learning needs of all students
- Monitoring student growth
- Making data driven decisions about supports and interventions

What does Rtl Look Like?

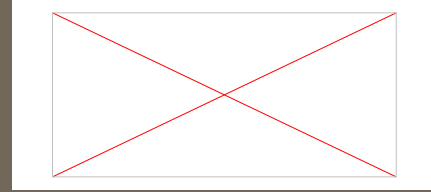
- Providing core instruction to everyone
- Screening of student achievement using multiple data points
- Identifying students that need more support
- Providing additional teaching of targeted-specific skills to identified students
- Delivering interventions with fidelity
- Monitoring of student progress
- Increasing intensity of support as needed

Why do we need Rtl if core instruction is good?

- Increased rigor and growth expectations related to the implementation of the Common Core State Standards and as measured by new State assessment tools put additional pressure on core instruction. What used to be “proficient” pre-Common Core is no longer enough.
- Increasing number of families in poverty with students experiencing common needs and academic deficits associated with this demographic also challenges the capacity of core instruction.
- Even with highest quality core instruction, research indicates that high poverty schools will always require a robust and aggressive Response to Intervention system in place to meet college and career readiness benchmarks.

Interventionist Roles/Responsibilities

- Expertise in **defined area** (math, reading, or behavior)
- Providing **direct interventions** to students
- Providing **collaborative support** to teachers and school teams
- Assisting school teams in the development, collection and analysis of data to provide informed, **effective programming** for students



Response to Intervention

BEHAVIOR SUPPORT

Core Behavior Programming in the District

- Positive Behavioral Intervention & Supports (PBIS) - K-12
 - Emergent district wide
 - Tier 1 implemented (universal level of supports)
- School Psychologists and Guidance Counselors provide support as they are able considering other assigned duties - K-12
- At the elementary level, special education staff often act as behavior interventionists for regular education students

Current Behavior Needs - District

- Current staffing not sufficient to meet needs
 - Support for behavioral programming, truancy and other behavioral challenges is inconsistent or unavailable
 - Lacking enough bridging services for mental health
 - Not enough staff to implement PBIS Tier 2 and Tier 3
- Current Unmet Need:
 - 223 students at the elementary level
 - MS and HS needs not identified at this time due to pending restructuring

Next Steps ...

Elementary:

- Based on current data, assign two new behavior interventionist to elementary level for 2015-2016
- Establish behavior support systems
- Provide professional development

Secondary:

- Consider allocation of duties similar to elementary restructuring
- Study at-risk programming 6-12 and make a recommendation at a future time

Proposed Behavioral Support

Current District Pupil Service Staffing						
Purdy	Barrie	Luther	Rockwell	FAMS	FAHS	District
.25 Gr. K-5	.25 Gr. K-5	.25 Gr. K-5	.25 Gr. K-5	2.0 Gr. 6-8	4.0 Gr. 9 - 12	1.0 Elementary School Psychologist
Proposed District Pupil Service Staffing Addition of 2.0 FTE Behavior Interventionist (1.0 Reallocated FTE / 1.0 NEW FTE)						
Purdy	Barrie	Luther	Rockwell	FAMS	FAHS	District (Allocated based on need)
.25 Gr. K-5	.25 Gr. K-5	.25 Gr. K-5	.25 Gr. K-5	2.0 Gr. 6-8	4.0 Gr. 9 - 12	1.0 Elementary School Psychologist 2.0 Behavior Interventionist

Summary of new FTE Proposed for BEHAVIOR

The Administration recommends the addition of **2.0 FTE total in the area of behavior intervention**. These will be allocated as follows:

- 1.0 FTE Behavior Interventionist - Reallocated from vacant psychologist position
- 1.0 FTE Behavior Interventionist - NEW



Response to Intervention

READING SUPPORT

Core Reading Instruction in the District

- Comprehensive Literacy Model in grades K through 8
 - Elementary 5th year of implementation
 - Middle School 1st year of implementation
- Traditional course sequence and delivery at the High School
- All English / Language Arts courses K-12 are working toward full alignment to the Common Core State Standards for ELA

Current Reading Intervention Supports & Need

- ❖ Serving our most needy students in grades 1 through 3
 - ❖ Middle School and High School - targeted, specific and limited support available
 - ❖ Current staffing not sufficient (Q3 data):
 - 90 elementary students in need without services (mostly grades K, 4 & 5)
 - 11 middle school students in need without services
 - 54 high school students in need without services*
- * Includes ACT Aspire data - first proctoring

Proposed Reading Support

Current District Reading Intervention Staff = 6.5 FTE						
Purdy	Barrie	Luther	Rockwell	FAMS	FAHS	District (Allocated based on need)
.5 FTE Gr. K-5	.5 FTE Gr. K-5	.5 FTE Gr. K-5	.5 FTE Gr. K-5	1.0 FTE Gr. 6-8	0.5 FTE Gr. 9 - 12	3.0 FTE Early Intervention (Gr. 1 only)
Proposed District Reading Intervention Staff = 9.5 FTE Addition of 3.0 FTE TOTAL						
Purdy	Barrie	Luther	Rockwell	FAMS	FAHS	District (Allocated based on need)
.75 FTE Gr. 2-5	.75 FTE Gr. 2-5	.75 FTE Gr. 2-5	.75 FTE Gr. 2-5	1.0 FTE Gr. 6-8	0.5 FTE Gr. 9 - 12	3.5 FTE Early Intervention (Grades K & 1) 1.0 Intermediate Intervention (Grades 4 & 5) 0.5 Secondary Intervention (Grades 7 through 10)

Summary of New FTE Requested for READING

The Administration recommends the addition of **3.0 FTE total in the area of reading intervention**. These will be allocated as follows:

- 1.5 FTE Early Reading Interventionist (grades K and 1)
- 1.0 FTE Intermediate Reading Interventionist (grades 4 and 5)
- 0.5 FTE Secondary Reading Interventionist (grades 7 through 10)

All of these positions will be implemented at the District-level to be dispatched and assigned to whichever building has the students most high in need.



Response to Intervention

MATH SUPPORT

Core Math Instruction in the District

- Elementary uses Everyday Math (2nd year of implementation)
- Middle School uses CMP3 (2nd year of implementation)
- High School using Prentice Hall
 - ready for new program
 - year of study - programming and professional practice
 - new State assessments

Current Math Intervention Supports & Need

- ❖ Serving our most needy students in grades K through 3
 - ❖ Middle School and High School - targeted, specific with limited support available
 - ❖ Current staffing not sufficient (Q3 data):
 - 171 elementary students in need without services (mostly grades 4 & 5)
 - 36 middle school students in need without services
 - 54 high school students in need without services*
- * Includes ACT Aspire data - first proctoring

Proposed Math Support

Current District Math Intervention Staff = 4.0 FTE

Purdy	Barrie	Luther	Rockwell	FAMS	FAHS	District (allocated based on need)
1.0 FTE Gr. K-3		1.0 FTE Gr. K-3		0.5 FTE Gr. 6-8	0.5 FTE Gr. 10-12	1.0 FTE Early Math Intervention (Gr. K, 1 & 2)

Proposed District Math Intervention Staff = 5.3 FTE Addition of 1.3 FTE Total / 0.8 FTE is new FTE

Purdy	Barrie	Luther	Rockwell	FAMS	FAHS	District (allocated based on need)
1.0 FTE Gr. K-5		1.0 FTE Gr. K-5		0.8 FTE Gr. 6-8	1.0 FTE Gr. 9 - 12	1.0 FTE Early Math Intervention (Gr. K, 1 & 2) 0.5 FTE Math Intervention (Gr. 4 & 5)

Summary of New FTE Requested for MATH

The Administration recommends the addition of **0.8 FTE total new FTE in the area of math intervention**. These will be allocated as follows:

- 0.5 FTE Intermediate Math Interventionist (District - grades 4 and 5)
- 0.3 FTE Middle School Math Interventionist

Note - Additional 0.5 FTE High School Math Interventionist reallocated from current math department staff - not new FTE



Response to Intervention

Fiscal Summary

Summary of Fiscal Impact of Additional FTE

Behavior = \$66,000

Addition of 1.0 FTE of Behavior Interventionist at elementary (District - K through 5)

Reading = \$198,000

Addition of 3.0 FTE of Reading Interventionists distributed as follows:

- 1.5 FTE Early Reading Interventionist (District - grades K and 1)
- 1.0 FTE Intermediate Reading Interventionist (District - grades 4 and 5)
- 0.5 FTE Secondary Reading Interventionist (District - grades 7 through 10)

Math = \$52,800

Addition of 0.8 FTE of Math Interventionists distributed as follows:

- 0.5 FTE Intermediate Math Interventionist position (District - grades 4 & 5)
- 0.3 FTE Middle School Interventionist position

TOTAL NEW FTE NEED = \$316,800