



UNITED INDEPENDENT SCHOOL DISTRICT AGENDA ACTION ITEM

TOPIC: Approval of 2013-2014 Special Education Initiatives for Reading and Math

SUBMITTED BY: Guadalupe M. Perez, Director for Instructional Improvement and State Assessment for Special Education **OF:** Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: _____ August 21, 2013

Recommendation:

Target: Improvement of Academic Performance of Special Education Students (Closing the gap between special education students and general population achievement based on individual students' present levels of academic performance).

The recommended programs will supplement the materials and textbooks that align to the scope and sequence, lesson plans, and Individualized Education Programs (IEPs) of special education students.

- Achieve 3000 - reading
- Voyager Math - math

Rationale: United ISD continuously researches and investigates programs, strategies, and teacher skills needed that support and promote the academic growth of all special education students in all content areas. The above programs are planned to be used as tools for the instruction of special education students in the content areas of reading and math.

Budgetary Information: IDEA-B/ Approximate cost: \$98,000 for Achieve 3000; \$30,000 for V-Math

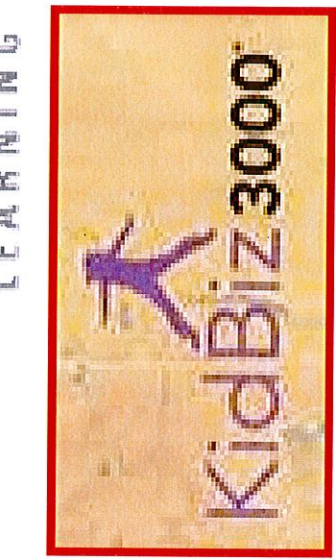
Board Policy Reference and Compliance:

Special Education Math and Reading Initiatives

for the 2013-2014 School Year



Your Comprehensive Intervention Partner





Program Goals

Goal I:

To close the performance gap between general and special needs students in the reading and math content areas.

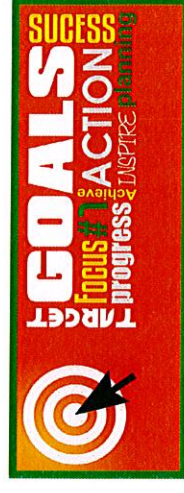
Goal II*:

To provide teachers with an instructional tools to address individualized intervention plans with differentiated instruction for special education students

Goal III*:

To allow parents to become active participants in their child's education

- * Both the parental and student components in Achieve 3000 are available in both languages: English and Spanish

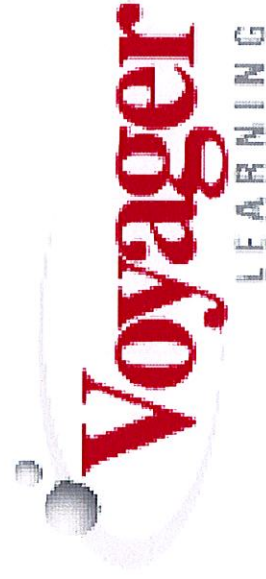


Programs/tools for meeting program goals

Reading



Math



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What is V-math?

- Voyager Math (V-math) is a research based intervention for **students struggling in the area of mathematics** that have difficulties meeting state standard and Texas Essential Knowledge and Skills (TEKS) expectations.
- The direct, systematic instruction in Vmath provides carefully sequenced, specific and detailed discussion for every lesson.
- V-math focuses on explicit, highly structured lesson delivery that uses a **direct instructional model for struggling students** at the elementary level.
- The blended approach focuses on teacher-led instruction with student-centered technology to address our special education population.
- Through its balanced approach, instruction focuses on conceptual development and computational fluency as it **builds strong problem-solving skills**. Teachers will provide **differentiated instruction** to enable all struggling students to be independent learners



Implementation of Vmath: Purpose

- The Vmath **blended approach** (teacher-led lessons and technology) program plan will be implemented **in three** low performing (with sped students) elementary schools in the 2013-2014 school year to **close math performance gap and improve math student state assessment performance.**
- In addition, the **student-centered, integrated technology component** of Vmath Live (Web-based) will assist **all elementary special education students** in the district to address their learning needs by engaging, building conceptual understanding, practicing learned concepts and developing math vocabulary.

Implementation of Vmath

- Vmath will **complement** our district's **scope and sequence** during a **daily-targeted math block schedule for special needs students depending on their Individual Educational Program (IEP)**
- **Campus resource teachers will implement the program** with integrity and fidelity to meet individualized student IEP recommendations
- Each Vmath grade level contains ten individual modules that cover 7-15 lessons addressing three main categories: Concept development; skill development and problem solving.
- The focus is on grade-level student expectations in mathematics in grades 2-5.



What is Achieve 3000?

- This is a **web-based differentiated literacy program** that reaches every student at his or her lexile level. This program distributes grade appropriate assignments to the entire class and tailors them according to each student's reading level. This **research based program** allows teachers to move and track their students up level by level.
- This research based program allows teachers to extend their individualized instruction of students without increasing workloads or time demands.



UISD Implementation Plan

Population:

Struggling Special Education Students in the areas of Reading, Science, and Social Studies
Grades 2nd – 5th

Place:

As determined by Individualized Education Program (IEP) and Accelerated Plan of Instruction- May be in the general education classroom with Special Education Support or may be in a resource classroom with guidance from special education personnel.

Time:

As determined by Individualized Education Program (IEP) and Accelerated plan of Instruction from one to three times a week. Gains are dependent upon program usage. UISD recommendation: to be used twice weekly.

Less than once a week yields a 29 point lexile gain and at least once weekly yields a 69 point lexile gain above the average expected growth; this is nearly double the expected growth.



Progress Monitoring

Three Part Plan:

Campus Teacher/ Administration:

The special Education Teacher at each campus may run reports at any time they are requested via the Achieve 3000 system. Campus administration may review these with instructional staff to provide guidance and/or recommendations.

District:

Reports will be produced on a six weeks basis to track student usage and student progress in their individual reading lexile levels. The Elementary Special Education Coordinators and the Director for Instructional Improvement will review these and provide feedback/ guidance to campus teachers and staff.

Tools:

LevelSet (assessment tool) is administered up to three times yearly. Pre-Mid- Post assessments will provide measurement of students' progress on lexile levels. Lexile measures both the text scale and comprehension of the reading material.

Questions?

Reading Levels

8.1

12

8.1

4.2

3.2

2.1

7.2

AR

BR

9

Achieve3000 reaches every student, every day— 24/7, 365

The image shows a classroom with several students sitting at desks. Overlaid on the image are various reading level labels: '8.1', '12', '8.1', '4.2', '3.2', '2.1', '7.2', 'AR', 'BR', and '9'. A yellow arrow labeled 'Reading Levels' points to the right. At the bottom, a text box reads 'Achieve3000 reaches every student, every day— 24/7, 365'.