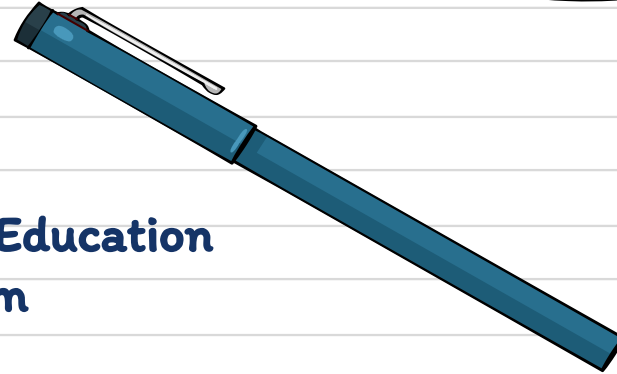
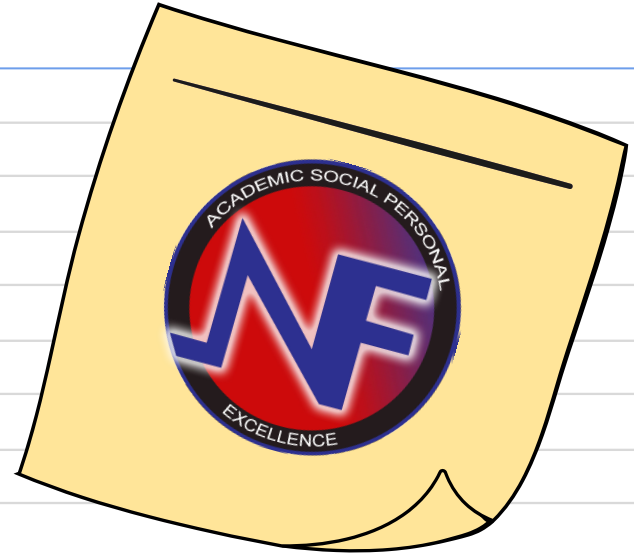


# Revisiting the DMG Reports

## March 18, 2021



*What was revealed  
and  
where are we today?*



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# Overview of DMG Reports



The District Management Group (DMG) consulted Fairfield Public Schools in 2012 and 2015, engaging in two studies.

The 2012 study was initiated to complete a review of special education practices and the 2015 follow-up study expanded the focus beyond special education to include struggling students with and without identified disabilities.

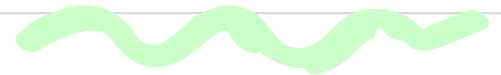
Both studies were designed to provide a better understanding of how to support struggling learners in the district and how to make the best use of limited resources.

As a result of both studies, the district was provided with commendations and opportunities to grow practices around IEP and intervention services to support raising student achievement with struggling learners.

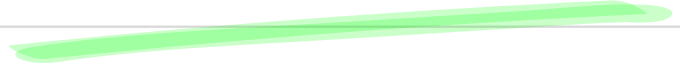
# Commendations revealed:



- District Leadership embraces bold teaching and learning plans to support all struggling students
- Significant progress in expanding reading support to struggling readers at elementary level
- Staff members demonstrate passion for students' academic, social, and emotional success
- Leadership reflects on their practices, and improves level of service provided to students with special needs.
- Reasonable special education identification rate



# Opportunities Noted



- Continue to expand reading support to struggling learners at elementary level
- Continue to expand math and English supports to struggling learners at secondary level
- Ensure support from reading teachers and content strong teachers
- Increase time speech and language staff spend with students, and manage group size with thoughtful scheduling
- Increase the amount of counseling social workers and school psychologists provide to students.



# Where are we today?



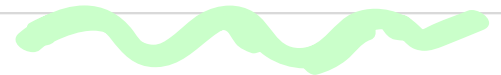
- Intervention strategically distributed to support struggling learners in reading and math at all levels
- Projected staff to support tier 2/3 and special education students 2021-2022
  - 8- Reading Interventionists
  - 2- Literacy Coaches
  - 5- Math Interventionists
  - 4- Math Coaches
  - 5- Speech and Language Pathologists
  - 4- Social Workers
  - 5- School Psychologists



# We continue to support...



- Focus on student outcomes to drive systemic change.
  - Implement iReady as a diagnostic tool to identify optimal instructional levels for individual students
- Integrated service models to deliver intervention services K-12
- Ensuring students below benchmark receive support from teachers who are highly qualified in the teaching of reading and math.
- Refining our SRBI model to support multiple tiers of timely intervention





# Best Practices Driving Special Education Shifts

1. Focus on student outcomes, not inputs
2. Effective general education instruction is key
3. Ensure all students can read
4. Provide extra instructional time
5. Ensure that content strong staff provide interventions and support
6. Allow special educators to utilize their strengths
7. Focus paraprofessional support on health, safety, behavior and supporting students during instruction
8. Expand the reach and impact of social, emotional and behavioral supports
9. Provide high quality, in-district programs for students with more significant needs
10. Schedule students to maximize learning opportunities



# As we look ahead...



With a focus on building district coherence using strategic planning around the attributes of the graduate and supporting student-centered instructional practices:

- We continue to reflect on making sure students have access to high quality resources and that all teachers have appropriate professional learning to implement and deliver instruction to all learners within their classrooms.
- We are working to build consistency within and between schools around identified areas of need and the intervention services a student receives through a systems based approach.

