OCONEE COUNTY SCHOOLS

Committed to Student Success
Presenters

- Suzanne Korngold
- Lydia Murphey
- Michael Williams
- Jeff Thornton
- Dallas LeDuff
Seek First to Understand

- Rita Pierson – Relationships Matter!

https://www.youtube.com/watch?v=SFnMTHhKdk
Creating a Culture of Success

- As a result of this activity, the participant will be able to integrate targeted learning strategies and accommodations within the classroom and realize the impact of student self-reporting in student performance.

- As a result of this activity, the participant will be able to integrate virtual learning into their traditional classrooms to serve students in their least restrictive environment.

- As a result of this activity, the participant will be able to analyze and compare district CCRPI data, to state targets for all students, and state targets for sub groups.
“We must find a balance between accountability and responsibility”

… State School Superintendent

Richard Woods
DRIP Effect
Early Identification Process

- Data Teams
- Response to Intervention (RTI)
- Early intervention program (EIP) / Remedial Education Program (REP) / Math Support and Basic Reading & Writing
- Counselor involvement
- Parent College
- Co-Teaching
- ASPIRE Program (Active Student Participation Inspires Real Engagement)
Early Identification Process

- **Data Teams**
  - Behavior
  - Home issues
  - Attendance
  - psychologist

- **Response to Intervention (RTI)**
  - development of interventions
  - weekly and bi-monthly data collection
  - monthly monitored meetings
Early Identification Process

- **Early intervention program (EIP) / Remedial Education Program (REP) / Math Support and Basic Reading & Writing**
  - Identification of at risk students
  - CRCT/ Milestones
  - MAP

- **Counselor involvement**
  - Individual and group sessions
  - Home visits
  - Parent College

- **Co-Teaching**

- **ASPIRE Program (Active Student Participation Inspires Real Engagement)**
Oconee County RTI Mock Website

https://sites.google.com/a/oconeeschools.org/rti-demo/
RTI Demo

Oconee County Schools
Response to Intervention
Demo Website

About  RTI Calendar  Work Sample Analysis  Progress Monitoring  RTI Documentation
Meeting Minutes (Parent Notification)  RTI Interventions  RTI End of Year Summary

About

Technology Used in the RTI Website Setup

- Google Site to host the information
  - Used Awesome Tables gadget to import database information from form responses
- Google Drive to host the documents
  - Google Forms to gather information
  - Google Spreadsheets to organize responses and data
    - Used autocrat add-on to merge form responses to template and to produce individualized RTI End of Year Summaries
    - Used Google Script for Parent Email I coded from scratch to automate the email process of the Meeting Minutes to parents
- Google Calendar to manage the meeting dates
# RTI Progress Monitoring

<table>
<thead>
<tr>
<th>Date</th>
<th>Percentage</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/12/2014</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>9/15/2014</td>
<td>65</td>
<td>100</td>
</tr>
<tr>
<td>10/1/2014</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>

![Progress Monitoring Graph](image-url)
## RTI Documentation

Click to access the RTI Documentation Form

<table>
<thead>
<tr>
<th>School Year</th>
<th>Student's Last Name</th>
<th>Student's First Name</th>
<th>Grade Level</th>
<th>Meeting Date</th>
<th>RTI Tier</th>
<th>Other Progress Monitoring Tool</th>
<th>Interventions</th>
<th>Results from Previous Goal for Intervention</th>
<th>Current Goal for Intervention (Include Setting and Frequency)</th>
<th>Comments</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>student</td>
<td>one</td>
<td>4th Grade</td>
<td>1/14/2015</td>
<td>Tier 2</td>
<td>Does not know letters</td>
<td>Reading Comprehension: Be a Careful Reader - Four strategies to better understand what you read</td>
<td>No previous</td>
<td>2 weeks</td>
<td>Sweek</td>
<td>Begin RTI Process</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Carter</td>
<td>Keith</td>
<td>4th Grade</td>
<td>1/20/2015</td>
<td>Tier 2</td>
<td>Reading Comprehension: Direct Instruction Approach</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>Begin RTI Process</td>
</tr>
</tbody>
</table>

1 - 2 / 2
RTI Interventions

Teachers: Listed below are several Documents for intervention that you can use with your students. Check back often to view additional interventions.
Self Directed Learning Within a Co-Taught Classroom

• Our primary goal is to begin shifting student thinking so that they are in control and responsible for their own learning.

• **Main Objectives:**
  - Continue driving students forward who are ready.
  - Target instruction for students that require additional assistance through one on one and small group.
The Process

• When we begin a new unit the lesson is introduced to the whole group.

• Students are then given their work checklist.

• As students progress, they move into small groups to begin the next strand.

• Based on student need/motivation some will remain in a small group throughout the entire process.
Student Progress

- Students are self-reporting their work throughout the process.

- The only formative grades taken are All-In Learning Quick checks. **10-12 Questions**

- Students who need motivation have daily goals for completion.

- PBIS signatures are used as incentives.
Learning Strategies & Accommodations

- Student profiles are developed at the beginning of the school year based on the psychological evaluation.

- Student profiles are developed based on student’s strengths and weaknesses—processing deficits.

- Learning strategies and accommodations target student deficits from day 1.

- Student profiles eliminate guess work and a foundation for student success is developed immediately.

- Pre-determined learning strategies and accommodations assist our general education teachers to best serve our students.
Student Learning Profile Long Term Benefits

- Creates a base to monitor strategies and accommodations used for students throughout their academic career

- Feedback is provided to teachers - what works and what does not

- Aids in immediate lesson development

- #1 benefit is time saved by eliminating trial and error
## Learning Profile

**Student: Student #5  Date of birth: December 25, 2000**

**Grade Level when profile completed:** 6th

**Eligibility:** SLD, Speech  **Goal Areas:** math-word problems, reading comprehension, written expression  
Retained: ☐ Yes ☑ No  If yes, enter grade or grades: enter grade

**Other Notes:** Click here to enter text.

**Reading Interventions (if known, if applicable):**  
Grade | Intervention Program | Comments:
--- | --- | ---
5th | Read Naturally | Student 5: 3rd grade level, SSWPM, phonics direct instruction

### Plus Sign signifies strength or relative strength. Triangle represents change, areas of weakness.

<table>
<thead>
<tr>
<th>Visual-spatial processing</th>
<th>Non-verbal reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inductive reasoning (flexibility of thought)</td>
<td>Verbal reasoning</td>
</tr>
<tr>
<td>Vocabulary development</td>
<td>Retrieval fluency</td>
</tr>
<tr>
<td>Processing speed</td>
<td>Cognitive efficiency</td>
</tr>
<tr>
<td>Listening comprehension</td>
<td>Executive function</td>
</tr>
</tbody>
</table>

### Specialized Instruction

- *Structured environment with few distractions*: behavior charts, teacher-student conferences, role play, timers, cues for transitions, preferential seating to assist student in remaining focused on instruction.

- *Chunk learning into manageable segments*: use visuals such as checklists, graphic organizers, mnemonics to aid student in retention of learning.

- *Pre-teach vocabulary*: using multiple means of engagement, chunk vocabulary into manageable segments to assist student in accessing new content during instruction.

- *Use manipulatives*: as much as possible to practice learning new content.

- *Modify test format*: word bank, multiple choice, fill-in-the-blank, matching, and short answer.

- *Provide study guides*: notes with spaces for student to fill in key vocabulary to assist student in focusing on key content necessary for mastery of standards.

- *Provide opportunities for drill and practice*: of key skills to aid in retention and retrieval.

- *Use color-coding*: to assist in visualization of key concepts to aid in retention and retrieval.
What Does the Research Say?


- Effect size was rated from \(-.13\) to \(1.44\)

- Hattie noted any effect size \(>.40\) has meaningful impact

**Noted Scores:**
- Within-class grouping \(0.18\)
- Reducing Class Size \(0.21\)
- Individualized Instruction \(0.22\)
- Providing Formative Evaluation to Teachers- \(0.90\)

- **Student Self Reported Grades** ranked #1 as having the largest effect size \((1.44)\) on student achievement. This translates to a \(92\%\) increase over students who are not exposed to Self Reporting of Grades
THE ABC’S

NEEDED TO

GRADUATE HIGH SCHOOL
CRCT Reading Oconee County

CRCT Reading – SWD

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Target</td>
<td>79.5</td>
<td>81.6</td>
</tr>
<tr>
<td>Oconee</td>
<td>91</td>
<td>93.1</td>
</tr>
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</table>
# CRCT 8th Reading

## SW/D 8th Reading MBMS

<table>
<thead>
<tr>
<th>Year</th>
<th>PL1</th>
<th>PL2</th>
<th>PL3</th>
</tr>
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<tbody>
<tr>
<td>2013</td>
<td>0%</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>2014</td>
<td>6%</td>
<td>83%</td>
<td>11%</td>
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</table>

## SW/D 8th Reading OCMS

<table>
<thead>
<tr>
<th>Year</th>
<th>PL1</th>
<th>PL2</th>
<th>PL3</th>
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<tr>
<td>2013</td>
<td>8%</td>
<td>58%</td>
<td>33%</td>
</tr>
<tr>
<td>2014</td>
<td>5%</td>
<td>75%</td>
<td>20%</td>
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</table>
CRCT 8\textsuperscript{th} Math Oconee County

CRCT Math – SWD

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>State Target</td>
<td>69.8</td>
<td>72.9</td>
</tr>
<tr>
<td>Oconee</td>
<td>78.7</td>
<td>78.6</td>
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</table>
CRCT 8th Math

SW/D 8th Math MBMS

<table>
<thead>
<tr>
<th>SY</th>
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<th>PL2</th>
<th>PL3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>36%</td>
<td>64%</td>
<td>0%</td>
</tr>
<tr>
<td>2014</td>
<td>28%</td>
<td>56%</td>
<td>17%</td>
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</table>

SW/D 8th Math OCMS

<table>
<thead>
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<th>SY</th>
<th>PL1</th>
<th>PL2</th>
<th>PL3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>18%</td>
<td>55%</td>
<td>27%</td>
</tr>
<tr>
<td>2014</td>
<td>64%</td>
<td>27%</td>
<td>9%</td>
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# EOCT 9th Literature

Oconee County

## EOCT 9th Literature – SWD

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</thead>
<tbody>
<tr>
<td>State Target</td>
<td>57.6</td>
<td>61.8</td>
</tr>
<tr>
<td>Oconee</td>
<td>75.6</td>
<td>90</td>
</tr>
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</table>
## EOCT 9th Literature NOHS

### SWD 9th Literature NOHS

<table>
<thead>
<tr>
<th>SY</th>
<th>PL1</th>
<th>PL2</th>
<th>PL3</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>23%</td>
<td>59%</td>
<td>18%</td>
</tr>
<tr>
<td>2014</td>
<td>6%</td>
<td>69%</td>
<td>25%</td>
</tr>
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</table>

## SWD 9th Literature OCHS

<table>
<thead>
<tr>
<th>SY</th>
<th>PL1</th>
<th>PL2</th>
<th>PL3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>26%</td>
<td>58%</td>
<td>16%</td>
</tr>
<tr>
<td>2014</td>
<td>12%</td>
<td>68%</td>
<td>21%</td>
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# Graduation Gap

<table>
<thead>
<tr>
<th></th>
<th>SWD</th>
<th>All</th>
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<tbody>
<tr>
<td>State Gap for SWD</td>
<td>36%</td>
<td>36.5%</td>
</tr>
<tr>
<td>Oconee Gap for SWD</td>
<td>7%</td>
<td>65%</td>
</tr>
<tr>
<td>Oconee District Gap</td>
<td>26%</td>
<td>65%</td>
</tr>
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</table>
CCRPI Performance Flags

Demo Document Performance Flags
GaDOE Strategic Plan and Federal Indicators for Students with Disabilities

- **Goal 1** - Increase high school graduation rate, decrease drop out rate, and increase post-secondary enrollment rate.

  - **IDEA Performance Indicators**

- Decrease the percentage of students with disabilities who drop out of school. (SPP 2)
- Increase the percentage of students with disabilities who earn a regular high school diploma. (SPP 1)
- Increase the percentage of students with disabilities who transition to employment or post-secondary education. (SPP 14)
- Decrease the percentage of students with disabilities who are removed from their school or placements for disciplinary reasons. (SPP 4)
- Increase the percentage of parents of children receiving special education services who report that schools encouraged parent involvement to improve results for students with disabilities. (SPP 8)
## Prepare Students for College and Career Success

<table>
<thead>
<tr>
<th>Performance Measure(s)</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate: All students % graduating</td>
<td>91</td>
<td>91.9</td>
<td>92</td>
<td>93</td>
<td>94</td>
</tr>
<tr>
<td>Graduation Rate: Hispanic students % graduating</td>
<td>77.8</td>
<td>82.1</td>
<td>80</td>
<td>82</td>
<td>84</td>
</tr>
<tr>
<td>Graduation Rate: ED students % graduating</td>
<td>76.1</td>
<td>74.2</td>
<td>80</td>
<td>82</td>
<td>84</td>
</tr>
<tr>
<td>Graduation Rate: SWD % graduating</td>
<td>64.4</td>
<td>64.7</td>
<td>66</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td>Graduation Rate: % graduating with diploma and completing a pathway</td>
<td>85.5</td>
<td>85.3</td>
<td>88</td>
<td>90</td>
<td>92</td>
</tr>
<tr>
<td>Graduation Rate: % graduating and earning high school credit(s) for accelerated</td>
<td>79.2</td>
<td>82.7</td>
<td>81</td>
<td>83</td>
<td>85</td>
</tr>
<tr>
<td>enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, or Advanced Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate Predictor: % of 8th grade students passing at least four courses in</td>
<td>88.9</td>
<td>89.5</td>
<td>91</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>core content areas and scoring at Meets or Exceeds on all state assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>
## Increase Student Achievement

<table>
<thead>
<tr>
<th>Performance Measure(s)</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT: composite mean score</td>
<td>1554</td>
<td>1565</td>
<td>1560</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>ACT: composite score</td>
<td>23.2</td>
<td>23.5</td>
<td>23.6</td>
<td>23.7</td>
<td>23.8</td>
</tr>
<tr>
<td>AP scores: % of seniors earning 3 or higher on one or more AP exams</td>
<td>50.1</td>
<td>48.7</td>
<td>51</td>
<td>52</td>
<td>53</td>
</tr>
<tr>
<td>Lexile: % 3rd grade students achieving CCRPI recommended level (650)</td>
<td>83.3</td>
<td>88.8</td>
<td>85</td>
<td>87</td>
<td>89</td>
</tr>
<tr>
<td>Lexile: % 5th grade students achieving CCRPI recommended level (850)</td>
<td>84.6</td>
<td>88.1</td>
<td>86</td>
<td>89</td>
<td>91</td>
</tr>
<tr>
<td>Lexile: % 8th grade students achieving CCRPI recommended level (1050)</td>
<td>88.5</td>
<td>89.1</td>
<td>90</td>
<td>91</td>
<td>92</td>
</tr>
</tbody>
</table>
## Increase Student Achievement

<table>
<thead>
<tr>
<th>Performance Measure(s)</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology EOCT: % exceeding</td>
<td>65</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>3-5 Social Studies CRCT: % exceeding</td>
<td>47</td>
<td>54</td>
<td>56</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>6-8 Social Studies CRCT: % exceeding</td>
<td>62</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>ESOL Program: % of Elementary English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs</td>
<td>74.5</td>
<td>91.9</td>
<td>78</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>2nd Grade Math MAP: % of students meeting growth projection</td>
<td>71.6</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
</tr>
<tr>
<td>3rd Grade Math MAP: % of students meeting growth projection</td>
<td>74.5</td>
<td>77.9</td>
<td>79</td>
<td>80</td>
<td>81</td>
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</tbody>
</table>
Provide High Quality Professional Learning, Monitoring and Support

<table>
<thead>
<tr>
<th>Performance Measure(s)</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of gifted endorsed teachers</td>
<td>162</td>
<td>164</td>
<td>172</td>
<td>182</td>
<td>192</td>
</tr>
<tr>
<td>Number of ESOL Endorsed Teachers</td>
<td>42</td>
<td>45</td>
<td>48</td>
<td>51</td>
<td>54</td>
</tr>
</tbody>
</table>
Remediation Periods

Problem:
- Too few high school students have the ability to receive extra support during normal school hours.
- Teachers have too many commitments before and after school.
- Too many struggling and/or failing HS students lack the initiative to seek help.

Solution:
- Offer students a set period of time within the day for remediation and tutoring based off their individual needs.
Process of Remediation

1. HR and content area teachers sign students up every two weeks
2. Any grades below 73 are required for student to attend 25 minute sessions every day
   ◦ Core areas (math, science, history, English) take priority over electives
3. Students not signed up can choose any number of non-remediation classes ranging from study halls, reading rooms, film studies, and various clubs (robotics, Beta Club, etc.)
   ◦ All remediation periods are determined by departments on a monthly basis based on needs of students
Remediation Course Offerings

- Advanced algebra
- Study Hall (math)
- Math IV
- Reading Room
- Spanish Tutoring
- Latin Study Hall
- French Study Hall
- AP Biology
- Biology and Anatomy

- Study Hall (Chemistry)
- Physics
- Registration
- Summer Reading
- Makeup
- AP Lang
- English Review
- AP Economics
- AP Government
- AP Human Geo
- Econ
- World History
- Gov. or World History
- Band
- Graphic Design
- Open Lab
- Architecture
- Open Lab
- Healthcare Science Open Lab
- US History
- Math team
- Study Hall

Optional Electives

- Classic sports movies
- Yearbook
- Joint Enrollment
- Art Club
- Dance & Dance Team
- Nutrition & Wellness
## Selection Process

### Williams

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
<th>Teacher Recommendations</th>
<th>Titan Time Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Robert</td>
<td>12</td>
<td>Williams - British Literature</td>
<td>silent reading room (Williams 3202)</td>
</tr>
<tr>
<td></td>
<td>Stephen</td>
<td>12</td>
<td>AMDM or Econ (70 in both)</td>
<td>Econ (Gauld 4201)</td>
</tr>
<tr>
<td></td>
<td>Yesenia</td>
<td>12</td>
<td>CASON - HOSA INVITATION, Reems</td>
<td>Math IV current students (Reems 2203)</td>
</tr>
<tr>
<td></td>
<td>Duaa</td>
<td>12</td>
<td></td>
<td>Math IV current students (Reems 2203)</td>
</tr>
<tr>
<td></td>
<td>Samuel</td>
<td>12</td>
<td></td>
<td>silent reading room (Williams 3202)</td>
</tr>
<tr>
<td></td>
<td>Linda</td>
<td>12</td>
<td></td>
<td>AP Biology (Spears 1108)</td>
</tr>
<tr>
<td></td>
<td>Don</td>
<td>12</td>
<td></td>
<td>Study Hall cafeteria (Sapp)</td>
</tr>
<tr>
<td></td>
<td>Emily</td>
<td>12</td>
<td></td>
<td>Study Hall cafeteria (Sapp)</td>
</tr>
<tr>
<td></td>
<td>Mary</td>
<td>12</td>
<td></td>
<td>Graphic Design Open Lab current students (Lucas 2105)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Breakfast (Patterson 220)</td>
</tr>
</tbody>
</table>
Problem:
- Growing number of SPED students require a more specialized approach to instruction which is hindered by large class sizes and co-teachers not specialized in their content area.

Solution:
- Incorporation of direct instruction classes comprised of a small population of SPED students with a HQ instructor certified in both their content area and SPED practices.
- Classes are not modified curriculum, but offer special needs students the challenging and uniquely tailored environment they need to succeed.
Class
- Ten 12th grade SPED students, British Literature
- Disabilities ranging from EBD, ADHD, OHI, and Executive functioning disorder

Teacher
- Undergraduate and Masters in English Ed., SPED certified, works as both SPED co-teacher and English lead teacher

First Priority
- Creating an environment tailored for the class’s and individual student’s needs
## Results (SLO Scores)

<table>
<thead>
<tr>
<th></th>
<th>Direct Instruction</th>
<th>SWD inclusion</th>
<th>On level pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest avg.</td>
<td>45%</td>
<td>45%</td>
<td>29%</td>
</tr>
<tr>
<td>post test avg.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.I. post test</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD inclusion post test</td>
<td></td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>On level SLO Posttest</td>
<td></td>
<td></td>
<td>57%</td>
</tr>
<tr>
<td>growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.I. growth</td>
<td>18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWD inclusion growth</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>On level growth</td>
<td></td>
<td></td>
<td>28%</td>
</tr>
</tbody>
</table>
Successful Co-Teaching

- Mutual planning periods for co-teaching teams
  - Data Teams comprised of co-teaching teams
- Co-teachers stay within discipline
- HQ content area co-teachers
- Opportunities for co-teaching teams to present and share their successes and failures with other teams
- Successful Co-teaching Alignment
  - Successful co-teaching teams stay together
  - Co-teachers follow students from year to year
Successful Co-Teaching

- Incorporation of and training on all 6 co-teaching models:
  1. One Teach, One Observe
  2. One Teach, One Assist
  3. Parallel Teaching
  4. Station Teaching
  5. Alternative Teaching
  6. Team Teaching

SOLO

- Co-Writer
- Draft Builder
- Read-Aloud
- Co-Writer Universal / Snap and Read
The S Co-Writer Assistive Technology was about my gran
Draft Builder

- Dophins
  - what they eat
    - fish
    - salmon
    - squid
  - Sea birds
  - where they live
    - tropical waters
    - warm waters
    - coastline waters
    - water depth
  - how they communicate
    - whistles
    - clicks
The underlying goal of implementing a blended learning model for students with disabilities is meeting students where they are based on their readiness, learning profiles, and interest.
**Blended Learning**

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility</td>
<td>Minimal Interaction with classmates</td>
</tr>
<tr>
<td>Individualized learning in pace and content</td>
<td>Lack of face to face instruction</td>
</tr>
<tr>
<td>A scaffold of support can be provided without falling behind in content</td>
<td>Time commitment and cost can be high to get started</td>
</tr>
</tbody>
</table>
In some cases students are ready to move on cognitively, but there are other mitigating factors hindering success in a traditional environment.

- EBD
- Autism
- Processing Deficits
Blended Learning

It is not just for SWD…

- Credit Recovery
- Transfer Students
- Gifted/Accelerated Students
- Remediation
Blended Learning

Keys to Success

• Highly qualified teachers who are willing to plan collaboratively with special educators using virtual curriculum

• A strong partnership with the provider of your online platform

• School leaders that are willing to think “outside the box” when creating successful environments for EVERY student
Blended Learning

Blended learning is another tool that educators use to differentiate instruction.

It is not the answer for all students, but it provides flexibility when combining resources to facilitate student success.
The End