

The District Perspective



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Demographics of North Olmsted City School District

2004-05 vs 2005-06

- 12.5% vs 12.7% Student with Disabilities
- 7.1% vs 7.9% Limited English Proficient
- 18.6% vs 21.3% Econ. Disadvantaged
- 4,405 vs 4,447 Average Daily Enrollment



District Needs

- High Stakes Achievement testing
- 2004-05 School Year Report Card

Despite all schools being designated as “Excellent” or “Effective”. Overall district was given a **“Continuous Improvement”** classification due to failure to meet AYP (*Adequate Yearly Progress*) in two of ten subgroups [*Limited English Proficient (LEP) and Students with Disabilities (SWD)*]



District Needs

■ 2004-05 Report Card

- District designated Continuous Improvement
- All Schools designated effective or excellent
- Met 17 out of 23 Indicators
- Achieved performance index of 97.2
- Did not make AYP for LEP or SWD
- 2nd year in District Improvement



District Needs continued

■ 2005-06 School Year Report Card

- District designated Excellent
- All schools designated effective or excellent
- Met 23 out of 25 State Indicators
- Achieved a performance index of 100.3
- Made Safe Harbor for SWD
- Did not make AYP for LEP Students
- 3rd Year in District Improvement



IDEA 2004 Regulations

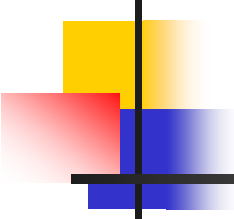
- An LEA may not use more than 15 percent of the amount the LEA receives under Part B of the Act for any fiscal year, in combination with other amounts to develop and implement coordinated, early intervening services, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.



IDEA 2004 Regulations

- Each LEA that develops and maintains coordinated, early intervening services must annually report to the State on:
 - The number of children served who received early intervening services; and
 - The number of children served who received early intervening services and subsequently receive special education and related services under Part B of the Act during the preceding two year period.
- Consolidated Continuous Improvement Plan (CCIP)

IDEA 2004 Regulations

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- The amount of funds expended by an LEA for early intervening services shall count toward the maximum amount of expenditures that the LEA may reduce “local funds” (legal supplant).
 - “50%” of increase from prior years Part-B allocation
 - In the case of a determination of significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings of these children the State must require any LEA identified to reserve the maximum amount of funds to provide comprehensive early intervening services.



IDEA 2004 Regulations

- Professional development for teachers and other school staff to enable them to deliver scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction
- Providing educational and behavioral evaluations, services and supports, including scientifically based literacy instruction
- Coordinated services aligned with ESEA of 1965

IDEA 2004 Regulations



- LEAs that seek to reduce their local maintenance of effort (replace local funds) **and** use some of their Part B funds for early intervening services must do so with caution because the local maintenance of effort reduction provision and the authority to use Part B funds for early intervening services are interconnected. The decisions that an LEA makes about the amount of funds that it uses for one purpose affect the amount that it may use for the other.



Continuous Progress in Reading (CPR) Initiative

- PHILOSOPHY/GOAL

*Reading
Failure
prevention
for all K-3
learners*

- Members of the Core Committee
 - Pupil Services Director
 - Associate Superintendent for Curriculum and Instruction
 - Outside Consultant
 - Special Education Supervisor
 - LEP Lead Teacher
 - One K-3 Principal
 - One 4-6 Principal
 - 2 School Psychologists



IDEA Funds

- 4 days of additional School Psychologist time to administer DIBELS, conduct integrity checks, coordinate/facilitate CPR Initiative
- Additional substitute days to assist in the administering of DIBELS as needed
- Professional Development for teachers and administrators



Key Points to Consider

- Training of School Psychologist(s) selected to coordinate and facilitate
- Possible Union Issues related to Integrity Checks
- Building Administrators concerns with scheduling interventions and adjusting to changes as a result of the Initiative



What did the data tell us?

- The Districts reading program and general curriculum were not effective
- Stevenson, Wilson, Foundations were effective
- We jumped students from one tier to the next too quickly to place them in interventions
- Special Education needs to be “Special”



Summer School 2006

- Modeled after CPR Initiative
- ESL Kindergarten Readiness Class
- ESL grades 4, 5, 6
- Reading Intervention grades K - 3
- Provided Transportation from home school
- All paid with IDEA and Title III LEP Funds



Changes for 2006-07

- AIMSweb instead of DIBELS
- Added grade 4 for reading
- Adding math is building decision
- 6 additional days of school psychologist time
- Including Title I and Intervention Teachers in AIMSweb assessments
- AIMSweb training for other school psychs., counselors, speech lang. paths.
- AIMSweb training for teachers & administrators



The Important “Stuff”

- Superintendent Support
- District Continuous Improvement Plan
- Partnership and Collaboration between Curriculum and Instruction Dept and Pupil Services Dept..
- Excellent hard working staff and administrators who are willing to work even harder.
- “We are building the plane while we are flying it” - Dr. Cathy F. Telzrow