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Enhancing the Participation of Students with Disabilities in Comprehensive School Reform Models

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The CSRQ Center is staffed by a highly dedicated, seasoned group of professionals who are committed to developing tools and materials to support educators in making improved decisions about school improvement interventions. Through our national outreach and technical assistance efforts, educators frequently pose questions to CSRQ staff regarding choosing school improvement and reform strategies for students with disabilities. This guide is the Center's way of responding to these questions. As classrooms become increasingly diverse, and students with disabilities become a natural part of general education settings, educators will need tools and resources to ensure that a diverse range of students are included in school improvement efforts.

We are also appreciative of the resources produced by the Access Center: Improving Outcomes for All Students K–8, funded by the U.S. Department of Education, Office of Special Education Programs. Materials from the Access Center, also housed at the American Institutes for Research, were important in describing many of the strategies suggested to improve the participation of students with disabilities in school improvement models.

The views expressed in this report do not necessarily reflect those of the U.S. Department of Education or the American Institutes for Research.

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Enhancing the Participation of Students with Disabilities in Comprehensive School Reform Models

About this Guide

The Comprehensive School Reform Quality (CSRQ) Center developed a consumer guide, *CSRQ Center Report on Elementary School Comprehensive School Reform Models* (www.csrq.org), to help educators improve decision-making regarding selecting and implementing school reform models. To extend the value of this first report, the Center produced this guide, *Enhancing the Participation of Students with Disabilities in CSR Models. Enhancing Participation* is intended to complement CSRQ Center reports in several ways. First, many of the models reviewed in the CSRQ Center Elementary Report have features that address the needs of students with disabilities. Therefore, it is hoped that *Enhancing Participation* will heighten awareness of these features as a way for educators to continue to include a diverse range of students in school improvement and reform initiatives. Second, the descriptive information provided in *Enhancing Participation* can help educators review individual models to determine the model's inclusiveness of a broad range of students, including those with disabilities. Finally, model developers may find the recommendations useful as they continuously improve their models and seek to accommodate the needs of a diverse range of students.

The comprehensive review of 22 models in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models* provides detailed analysis and review of the empirical evidence that supports each of the models. Therefore, *Enhancing Participation* does not duplicate these efforts and does not provide a review or critique of models regarding their impact on the achievement of students with disabilities. In addition, the CSRQ Elementary Report includes a full description of each model's essential components. The authors of this guide did not want to duplicate the rich descriptions provided in the elementary report; therefore, in many cases, a reader is encouraged to retrieve information directly from the elementary report. *Enhancing Participation* does address the features of each model that most directly affect the participation and progress of students with disabilities. Further, since the CSRQ Center Elementary Report focused on models most commonly found at the elementary and middle school grades, this guide focuses on these same elementary and middle grade models. Future publications by the CSRQ Center will provide a comprehensive review of models commonly in place in secondary school settings.

Comprehensive School Reform Quality Center

The CSRQ Center is funded by the U.S. Department of Education's Office of Elementary and Secondary Education, through a Comprehensive School Reform Quality Initiative Grant and is operated by the American Institutes for Research (AIR).

The mission of the CSRQ Center is to provide timely and reliable tools and technical assistance to support urban and rural educators and education decision-makers in choosing the highest-quality comprehensive school reform model to meet locally defined needs.

To meet its mission, the Center produces CSRQ Reports and makes them widely available; develops partnerships with communities, and education and policy organizations; and provides technical assistance to selected states, districts, and schools. Reports and services available on the CSRQ Center's Web site (www.csrq.org) include:

- *CSRQ Center Report on Elementary School CSR Models.* This report offers a scientifically based, consumer-friendly review of the effectiveness and quality of 22 widely adopted elementary school comprehensive school reform (CSR) models.

- *Works in Progress: A Report on Middle and High School Improvement Programs*. This report provides information on nearly 100 programmatic approaches that help to address a dozen key issues facing middle and high schools, such as literacy and reading, English language learners, violence and bullying, and transition.

- *Moving Forward: A Guide for Implementing CSR and Improvement Strategies.* This guide and accompanying workshop leads readers through an effective step-by-step process for adopting and implementing school reform and improvement strategies.

- *CSR Model Registry.* This online database allows model providers not reviewed in CSRQ Center Reports to submit non-evaluative information about their model to the Registry, so that readers can search the Registry to find a model that may meet their local needs.

The Access Center: Improving Outcomes for All Students K–8

The Access Center: Improving Outcomes for All Students K–8 is a national technical assistance center funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), and is also operated by AIR. Drawing from national legislation such as the *No Child Left Behind Act* and *IDEA '97*, the Center is designed to connect states and districts with research-based practices, tools, and materials that can help students with disabilities access the general education curriculum. The Center also specializes in helping decision-makers use data to improve instruction and services for students with disabilities. This is accomplished through a variety of technical assistance strategies, including direct consultation, web-based services, and Information Sharing Communities for both districts and states.

Access Center products available through its Web site (www.k8accesscenter.org) include:

- *Strategies to Improve Access to the General Education Curriculum.* This chart addresses the different mediums in which access can be achieved, including instructional methods and practices, materials and media, supports and accommodations, and assessment. **The chart is periodically updated** with new strategies and applications to specific content areas.

- *Research to Practice FAQs: Meeting the Needs for Access.* This set of FAQs can be used to implement, scale up, sustain, and evaluate research-based interventions. Its purpose is to help educators become critical consumers of interventions and programs.

- *Enhancing Your Instruction through Differentiation.* This professional development module provides background information about differentiated instruction, describes differentiation strategies, and addresses issues related to implementation at the school and district level.

The Contents of this Guide

Enhancing Participation includes 22 model descriptions. The first section of each model description*, Description and Model Mission,* includes an introduction to the model with details about the model's components. This section is intended to provide readers with an overview of the major tenets of each of the 22 models reviewed in the CSRQ Center Elementary Report and describes the model's major implementation strategies. This descriptive information was taken from *The CSRQ Center Report on Elementary School Comprehensive School Reform Models*. Following this overview, *Enhancing Opportunities* includes a section entitled an *Evidence of Effects for Diverse Student Populations.* This content was taken directly from the CSRQ Center Elementary Report as well.

To gather descriptive information about the model and to arrive at the model's rating included in the CSRQ Center Elementary Report; the CSRQ Center used its three part Quality Review Tool (QRT) to yield information regarding the model's design and effectiveness. Appendix A of this guide provides a detailed description of the methodology used to derive this rating for each model. Consumers should also consider the following when reviewing each model's rating:

- **A low rating does not necessarily mean that a model is less effective than one with a high rating.** A low rating may mean that a model's effectiveness has not yet been established through rigorous research. All models should continue to conduct research to ensure consumers that (a) the model may work under some conditions and (b) the model does work under most conditions.

- **The purpose in providing ratings in the CSRQ Center's reviews is to expand and clarify options for decision makers, not to dictate choices by picking winners and losers.** Models that received low ratings in one category may have high ratings in other categories. Education consumers should take a holistic view of the evidence presented across all five categories to make decisions about meeting locally defined needs.

- **A rating of limited or higher in the category Evidence of Positive Effects for Diverse Student Populations** indicates that a model provides evidence of positive impact for specific diverse student populations. Furthermore, few of the models reviewed by the CSRQ Center provided evidence that met CSRQ Center standards in this category. Therefore, any model that achieves a limited or higher rating is commended for offering detailed additional evidence that met CSRQ Center standards in this category.

- In the majority of studies reviewed by the CSRQ Center, **data disaggregated by student populations was not reported.** Further if studies did yield an effect on the achievement of diverse student populations, these datasets may not have included students with disabilities. Therefore, it is possible for a model to yield positive effects on the achievement of diverse student populations without reporting on the achievement of students with disabilities. Where applicable this guide reports on the findings related to students with disabilities.

This guide examines the model features that most directly impact student achievement for diverse populations. In the third section of the model descriptions, *Strategies that Address the Needs of Students with Disabilities*, the following seven components may be described, depending on which of these components are most applicable to the model; 1) organization and governance, 2) curriculum and instruction, 3) scheduling and grouping, 4) technology, 5) monitoring student progress and performance, 6) family and community involvement, and 7) professional development and technical assistance. The purpose of our review is to identify practices and policies that the models currently incorporate that may provide opportunities to improve educational opportunities for students with disabilities. It was important for our recommendation process to first identify practices each model can build upon to enhance their inclusiveness. In this section, we also provided suggestions for building model's capacity to impact the academic achievement of all students with disabilities. In light of these suggestions, we recognize the strides that model developers have already taken to ensure that their models target the needs of a broad range of learners, including students with disabilities.

At the conclusion of each model description, this guide provides a listing of *Related Resources* that can be used to acquire additional information about the strategies addressed in the qualitative description. Many of the projects detailed are supported by the U.S. Department of Education, Office of Special Education Programs. Annotated descriptions of these related resources can be found at the end of this guide.

Model Name: Accelerated Schools Powerful Learning Unlimited Success (AS PLUS)

Description and Model Mission

The mission of AS PLUS is to enrich the lives of all students, especially those who live in poverty and have a history of low academic performance and remediation, through a school environment characterized by accelerated instruction with high expectations and teaching methods traditionally reserved for high-achieving students.

The goal of the model is to create "Powerful Learning opportunities" for all students by integrating three elements of accelerated instruction: 1) materials, 2) learning opportunities and 3) classroom settings.

The five basic components of AS PLUS are:

- Authentic—engaging students in authentic activities.
- Interactive—involving all teachers in sharing ideas and concerns.
- Learner centered—addressing specific interests of students.
- Inclusive—creating opportunities for active learning.
- Continuous—helping students make interdisciplinary connections in what they learn.

Strategies:

- Small-group instruction
- Hands-on activities
- Discussion
- Cooperative learning
- Content reading strategies
- Cross-age tutoring

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, there were no studies on AS PLUS that met CSRQ Center standards for rigor of research design that examined effects for diverse student populations. Therefore, the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

<u>Organization and Governance</u>

- The AS PLUS learning philosophy is accompanied by a process for change that emphasizes placing school governance and decision-making in the hands of school staff, parents and students. The school governance plan may be analyzed to ensure that all decision-makers are aware of inclusive concepts and practices.

- Schools accepted by the national AS PLUS Center to participate in the model are required by the AS PLUS Center to create a shared vision that is unanimously

agreed upon by the school community. It may be important for this shared vision to explicitly identify students with disabilities among the focus population of this model, similar to the model's reference to students with academic difficulties ("those with a history of low academic performance"), and to express a commitment to identifying and implementing effective strategies for improving their academic outcomes.

Curriculum and Instruction

- The instructional philosophy of this model integrates three elements of accelerated instruction: materials, learning opportunities, and classroom settings. Educators may want to examine the instructional philosophy to ensure that all three of the elements incorporate "best practices" for diverse learners.

- The AS PLUS model incorporates many instructional strategies recommended for student with disabilities, such as actively engaging students in authentic activities; basing instruction on unique needs, strengths, and vision; addressing student interests; small-group instruction; and cooperative learning. The repertoire of strategies may be expanded to include activities such as multi-tiered instruction, choice boards, and interest groups.

Scheduling and Grouping

- The model states that it promotes flexible grouping of students by interest and readiness level, but that it also treats all students as gifted and talented. Educators can assess the balance between creating conditions that are challenging and academically stimulating for students, versus those classroom conditions that cause frustration and anxiety. It is important to recognize that the prevalence of a particular disability may affect interest and readiness levels. Educators can work with related services personnel to better learn the climate and instructional conditions under which students learn best.

Technology

- The model does not expect schools to incorporate technology into its implementation. However, it does offer computer modules that incorporate the framework into instructional practice for those schools that do use computers. For some students with disabilities, technology is essential to provide access to all educational opportunities. It may be important for schools implementing this model to draft policies that address issues related to Universal Design for Learning (UDL) and assistive technology. The Center for Applied Special Technology (CAST) may be a helpful resource.

Monitoring Student Progress and Performance

- The use of data and assessment strategies is one of the problem-solving strategies that the governance committees use to inform decision-making. It is important to ensure that assessment methodologies used in the model include a diverse range of methods to accommodate diverse learners. The assessment process may need to be expanded to include assessment of student readiness, learning style and areas of interest. Training may be required on topics related to alternative and authentic assessments and performance-based measurement.

Family and Community Involvement

- In the process of reaching out to families and the community to encourage their involvement with the schools, it may be helpful to encourage the inclusion of organizations that provide services for persons with disabilities and parents of students with disabilities.

Professional Development and Technical Assistance

- In this model, the School Coach and Internal Facilitator act as resources to guide school communities through the transformation process into an AS PLUS school. Therefore, it may be beneficial to ensure that they are well versed in the key elements of special education services.

- To enhance the ability of stakeholders to create policy and make decisions that are beneficial to the success of students with disabilities, professional development for these stakeholders can be enhanced to ensure that all materials, training, and activities include information designed to increase awareness about issues related to the provision of special education services.

- This model promotes access to the National Resource Center for the Gifted and Talented. Access to resources can be expanded to include those specific to students with disabilities.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- Center for Applied Special Technology (CAST)
- Federal Resource Center for Special Education (FRC)
- The Center for Implementing Technology in Education (CITEd)
- The National Center on Student Progress Monitoring (NCSPM)
- The Technical Assistance ALLIANCE for Parent Centers (TA Alliance)

Model Name: America's Choice School Design

Description and Model Mission

America's Choice is a standards-based model that seeks to ensure that all students are successful on local and state assessments, are prepared to do college-level work without remediation, and are ready to participate in today's economy.

America's Choice focuses on five design tasks:

- standards and assessments
- aligned instructional systems
- high-performance management, leadership, and organization
- professional learning communities
- parent/guardian and community involvement

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, in the studies that met CSRQ Center standards, one study produced positive impact on reading and math achievement on sub samples of African American, Hispanic, and low-achieving students, with no data reported regarding students with disabilities. Therefore, the rating in this category is limited.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- Each school using this model forms a leadership team comprised of the principal, literacy and math coaches, a parent/community outreach coordinator and additional faculty members selected by the administration. The team plays the role of setting school-wide targets for achievement and using data to guide instruction. Including members of the community, who work with persons with disabilities and/or parents of students with disabilities, may help ensure that inclusive concepts and practices are incorporated by the leadership team.

Curriculum and Instruction

- America's Choice is described as a prevention model. It may be important to ensure that the model incorporates early intervention strategies into the instructional system such as differentiated and multi-tiered instruction.

- This model provides teachers with sample lessons and practice test materials to guide implementation. To ensure that training and materials for teachers are inclusive it may be necessary to incorporate the elements of Universal Design for Learning (UDL) in the development of the sample lessons and materials. UDL is a theoretical framework to guide the development of curricula that are flexible and supportive of all students (Access Center, CAST).

Technology

- According to the model developer, technology can be used to support student learning. It may be necessary to ensure that students with disabilities have equal access to technology by providing training for school staff in issues related to assistive technology. It may be beneficial to share information with School Leadership Teams about national resources that can support the integration of technology into the school setting.

Monitoring Student Progress and Performance

- One of the model's five design tasks is standards and assessments. It may be necessary to analyze assessment methodologies to ensure that they include a range of methods to accommodate diverse learners. It may also be useful to provide school staff with information and training on alternate and authentic assessments and learning and interest style inventories.

Family and Community Involvement

- Educators can promote the inclusion of parents of students with disabilities as parent/community outreach coordinators on school leadership teams. In order to expand opportunities for family involvement it may be helpful to seek guidance from local and regional information centers on issues related to parent involvement in school activities.

Professional Development and Technical Assistance

- Ensure that all training materials and professional development activities include information designed to increase awareness about issues related to the provision of special education services. Provide professional development activities that incorporate these activities for all staff, especially new staff.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the **Related Resources** section at the end of this guide.

- Center for Applied Special Technology (CAST)
- Federal Resource Center for Special Education (FRC)
- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- The Center for Implementing Technology in Education (CITEd)

Model Name: ATLAS (Authentic Teaching, Learning and Assessment for All Students) Communities

Description and Model Mission

The mission of the model is to ensure that all students can reach high educational standards. To this end, the model seeks to ensure that students: 1) feel important, 2) engage in challenging and meaningful work, 3) achieve academically, 4) are integrated members of the global community, and 5) are lifelong learners and productive workers. The model relies upon all stakeholders—staff, parents and community members—to support students in their educational endeavors. The five essential elements of ATLAS Communities include professional development and technical assistance, teaching and learning, assessment, management and decision-making, and family and community involvement.

In addition to the five essential elements of ATLAS Communities recommended by the developer, the model design incorporates the following:

- *Teaching for Understanding,* a framework for curriculum, instruction and assessment
- Elements of the Coalition of Essential Schools (CES) model
- Strategies:
  - Group instruction
  - Project-based activities
  - Hands-on activities
  - Cooperative learning

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, no studies that met CSRQ Center standards were found that examined the impact of the model on the achievement of diverse student populations. The rating is therefore no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- ATLAS staff members conduct formal training for the faculty, family members and community of potential model sites in order to help all stakeholders gain an in-depth understanding of ATLAS Communities. The strategies the model uses to reach out to the stakeholders should be examined to determine if they are designed to include parents of students with disabilities. School Leadership Teams may choose to seek guidance from local and regional information centers on issues related to parent involvement in school activities.

Curriculum and Instruction

- Each ATLAS school develops its own curriculum, but the School Leadership Team, administrators, teachers and family members are actively involved in making decisions about the curriculum. It may be helpful to ensure that all stakeholders are informed about issues related to "effective" instructional practices for students with disabilities, and to include parents of students with disabilities in this decision-making process.

- In order for students with disabilities to achieve academic success, it is important that they receive targeted instruction using effective practices individualized for their specific needs. The Teaching for Understanding (TFU) framework for curriculum and instruction used in this model can be used to differentiate instruction for students with disabilities. One example of how TFU and differentiated instruction complement each other is "performance for understanding," which is the way that students demonstrate their learning. The use of differentiated strategies also suggests that students express their understanding of content in multiple ways. Further, both TFU and the use of differentiated strategies require ongoing data collection and student assessment to measure student progress.

- The sample lesson plans provided to teachers by ATLAS may be expanded to included additional strategies that are considered effective practices for students with disabilities. Strategies such as differentiated instruction, co-teaching, and computer assisted instruction are strategies used by educators in heterogeneous classrooms.

Scheduling and Grouping

- Although the model does not have specific grouping requirements, it recognizes the importance of flexible grouping. It may be helpful for stakeholders involved in curriculum decision-making to receive training related to the specific advantages of flexible grouping for students with disabilities, including small groups, peer tutoring, and multi-tiered instruction.

- The model allows for scheduling modifications to allow Leadership Team meetings during the school day. It may be helpful for team leaders to ensure that teachers also have adequate time for instructional planning.

Technology

- To ensure that students with diverse needs have access to the general education curriculum it may be necessary for them to have equal access to assistive technology. Information and training related to assistive technology may be beneficial for all stakeholders.

Monitoring Student Progress and Performance

- The model requires multiple assessments, monitoring of student progress and performance-based measurement, which are all recommended practices for students with disabilities. Information and training can be expanded to include curriculum-based measurement, and learning style and interest inventories.

Family and Community Involvement

- One aspect of the model's mission is to ensure that all students are engaged in challenging and meaningful work. To ensure that students with disabilities are included in this mission, the model can incorporate training for all stakeholders on transition from high school issues and employment initiatives for students with disabilities. Collaboration with local and state agencies that provide vocational services for persons with disabilities may also be encouraged.

- ATLAS Communities seek to change beliefs, behaviors, and relationships of all stakeholders, including family and community, so that they can support students in academic endeavors. This change in perception is essential for students with disabilities' academic achievement and their successful integration into the global community. It may be beneficial for all stakeholders to receive training that provides examples of how students with disabilities have been successful in their academic endeavors and the positive contribution persons with disabilities can make to the work force and other aspects of their communities. Educators may want to bring in business and community leaders who have successfully employed persons with disabilities as a way to highlight the potential post-school outcomes for students with disabilities.

Professional Development and Technical Assistance

- The ATLAS Site Developer works with each site to facilitate the implementation of professional development activities. The professional development plan can be analyzed to ensure that all materials, training, and activities include information designed to increase awareness about issues related to the provision of special education services.

- The model's professional development plan includes cross-site visits and collaboration among pathway sites. It may be helpful for the various sites to share ways in which they are successful in integrating students with disabilities into their implementation of the model.

- ATLAS provides technical assistance on a weekly basis to sites through the ATLAS Site Developer. The Site Developer can ensure that technical assistance activities relate to inclusion issues and special education policy that may impact the local level.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- The National Center on Accessing the General Curriculum (NCAC)
- The National Center on Secondary Education and Transition (NCSET)
- The National Center on Student Progress Monitoring (NCSPM)
- The Technical Assistance ALLIANCE for Parent Centers (TA Alliance)

Model Name: Breakthrough to Literacy

Description and Model Mission

The model's primary goal is to improve student achievement and test scores through the use of a systematic, integrated curriculum, instructional practices, and ongoing assessment. To achieve this goal, the model focuses on helping each teacher become a diagnostician with the ability to identify and meet the individual learning needs of all children.

The four components of Breakthrough to Literacy, including the use of interactive software, in-class print materials, take-home print materials, and professional development, are complemented by essential practices that teachers are expected to integrate into their daily instructional routine. These include:

- Book-of-the-Week comprehension strategies
- Take-Me-Home books
- Writing at the developmentally appropriate grade level
- Individualized software instruction (ISI)

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, no studies that met CSRQ Center standards were found that examined the impact of the model on the achievement of diverse student populations. Therefore, the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

<u>Organization and Governance</u>

- The model encourages all potential Breakthrough teachers and reading staff to attend awareness training prior to the purchase and implementation of the model. The purpose for these pre-implementation activities is to inform teachers and administrators about the model and materials. It may be beneficial to include information related to model implementation with students with disabilities in all pre-implementation activities.

- The model assigns literacy coaches to each school implementing the model. The coaches are certified as experts in the areas of early language and literacy. It may be beneficial to ensure that the expertise of these coaches includes "best practices" for students with disabilities.

- To achieve the goals of this model the focus is on helping teachers become diagnosticians with the ability to identify and meet the individual learning needs of all children. It may be necessary for teachers to consult with other school system personnel such as school psychologists, educational specialists and speech/language therapists; experts in the field of disabilities outside of the

school system; the IEP team; and the parents for diagnostic and instructional support for students with disabilities.

Curriculum and Instruction

- The model incorporates various instructional strategies that are considered to be effective and/or promising practices in improving the reading skills of students with disabilities, such as direct instruction, small-group instruction and cooperative learning (Access Center). It may be beneficial to incorporate some of the concepts of differentiated instruction to meet the individual needs of students with disabilities—for example, differentiating the instructional process or the way students demonstrate what they have learned, or designing instructional activities based on student interest and learning style.

Scheduling and Grouping

- The model offers sample classroom schedules and professional development sessions to help teachers plan their classroom around the time requirements of the model. It may be important for the training activities for planning to incorporate scheduling requirements for planning differentiated lessons.

Technology

- One of the major features of this model is computer-based instruction. For some students with disabilities, technology is important in order for them to have equal access to educational opportunities. However, there are several issues that must be addressed to ensure that students with disabilities have equal access to instruction through technology. Some of these issues include: 1) assessment to determine if accommodations are required to provide equal access to the computer instruction, 2) if accommodations are required, initial and ongoing assessment to determine what type of assistive technology is an effective match for the student and, 3) training for students, teachers, school staff and parents in the use of all required technology. In some cases it may be necessary to seek guidance from district, state and/or national educational technology organizations (CITEd).

Monitoring Student Progress and Performance

- In addition to the assessment issues related to the use of technology and students with disabilities, it is important to ensure that academic assessment methodologies incorporate multiple and diverse assessment procedures to accommodate a range of diverse learners. It may be necessary to provide professional development training on alternative and authentic assessments, and in performance-based measurement.

Family and Community Involvement

- The model's vision is that the parents share in the responsibility of meeting the goals of the model. It is important for school staff to take into consideration the

demands on a family taking care of a child with a disability. Families of students with disabilities may require additional time, support and guidance in home-based activities. It may be helpful to seek out parents of students with disabilities to collaborate with school staff in the implementation of the model.

Professional Development and Technical Assistance

- All professional development training and materials should include information designed to increase awareness about issues related to the provision of special education services. Since the model's vision is to share the responsibility for developing successful readers, writers, and thinkers with teachers, parents and administrators, it may be important to ensure that all stakeholders receive this information and/or training. It may be necessary to provide additional training and support to parents of students with disabilities. To assist with this support, school staff may want to reach out to local, state and national parent information organizations.

- The model includes various materials developed for home activities, including take-home print materials, Take-Me-Home books and Home Connections guides. It will be necessary to ensure that all materials are available in multiple formats for students with disabilities (e.g., Braille, cassette tapes, and videos). An additional design consideration for materials should be the diverse literacy levels of the parents.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- The Center for Implementing Technology in Education (CITEd)
- The National Center on Accessing the General Curriculum (NCAC)
- The National Center on Student Progress Monitoring (NCSPM)
- The Technical Assistance ALLIANCE for Parent Centers (TA Alliance)

Model Name: Coalition of Essential Schools (CES)

Description and Model Mission

The mission of CES is to create schools that develop a personalized learning environment, equal learning opportunities for all students, and provide intellectually stimulating settings. The fundamental philosophy of CES is that each school community can best determine the methods for embedding *"10 Common Principles"* within the school. These principles are:

- teaching children to use their minds;
- focusing on a limited number of essential skills;
- applying the same goals to all students;
- personalizing teaching and learning;
- viewing students as partners;
- assessing students on real tasks with multiple forms of evidence;
- establishing a culture of trust and decency;
- assigning staff to multiple roles to establish a commitment to the whole school;
- concentrating maximum resources on teaching and learning; and
- demonstrating policies and practices that are inclusive and honor diversity.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, no studies that met CSRQ Center standards were found that examined the impact of the model on the achievement of diverse student populations. Therefore, the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- The CES model incorporates many of the concepts and strategies considered to be "best practices" in special education, such as the use of multiple ongoing assessments, differentiated instruction, and the analysis of disaggregated data to allow for a clear picture of the educational outcomes for all students (Access Center). However, since individual schools are allowed to adopt various elements of this model, these principles may be adhered to only in the schools that follow the most comprehensive implementation of the model. To enhance the inclusion of student with disabilities, the model developers may want to encourage all participating schools to adhere to the practices considered to be most effective for students with disabilities.

Curriculum and Instruction

- The model encourages differentiated instruction to meet the needs of individual students. It may be helpful to ensure that professional development activities include information and training that supports teachers in selecting and implementing differentiated instruction strategies.

Technology

- The model encourages the use of technology. It is important that students with disabilities have access to the same technology as other students. It may be necessary for schools participating in the model to collaborate with assistive technology specialists to assess the technological needs of students with disabilities and be prepared to provide any necessary accommodations. Schools may be able to contact district, state and/or national educational technology organizations and centers for assistance in this area.

Monitoring Student Progress and Performance

- The learner-centered approach of this model aims to help students acquire independent learning skills. Screening assessments to determine student readiness and ongoing student progress monitoring may assist educators in ensuring that students with disabilities are placed appropriately within instructional tiers.

- The model encourages teachers to assess students' performance based on their demonstration of tasks. Teachers may want to consider providing multiple ways of assessing student performance. Training may be required on alternative assessment procedures and accommodations.

Family and Community Involvement

- According to the model's principles, schools should view students and teachers as learning partners. It may be important to include parents in this equation. Parents of students with disabilities should also be encouraged to participate. Schools may want to contact local, state and national organizations and centers for guidance on how to enhance the participation of parents.

Professional Development and Technical Assistance

- The model promotes the inclusion of parents and community members in their professional development program. It may be useful to seek out parents of students with disabilities and representatives from community organizations that provide services to students with disabilities to include in the training activities. The parents and service providers may be able to provide useful information to school personnel about inclusion issues and practices for students with disabilities.

- All professional development materials and training may need to be reviewed to ensure that they incorporate issues related to special education services.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- Federal Resource Center for Special Education (FRC)
- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- The Center for Implementing Technology in Education (CITEd)
- The Family Center on Technology and Disabilities (FCTD)
- The National Center on Accessing the General Curriculum (NAAC)
- The Technical Assistance ALLIANCE for Parent Centers (TA Alliance)

Model Name: Community for Learning (CFL)

Description and Model Mission

CFL seeks to create learning environments that address the diverse needs of all students by providing schools with strategies for school-wide restructuring efforts and improvement of classroom practices. The model is designed to support schools' use of community resources—especially human resources—to help students overcome educational challenges.

The development of the model was based on research in the areas of the influences that school, family and community have on students' learning and educational resilience.

The model identified four key areas as crucial to successful implementation:

- restructuring
- principal leadership
- adapted and differentiated instruction
- curriculum and instruction

The instructional model for CFL has six design elements:

- individualized progress plans
- diagnostic-prescriptive monitoring system
- classroom instruction-management system
- data-based professional development
- school-based restructuring
- family involvement program

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, no studies that met CSRQ Center standards were found that examined the impact of the model on the achievement of diverse student populations. The rating is therefore no rating.

Strategies that Address the Needs of Students with Disabilities

<u>Organization and Governance</u>

- Each school in the CFL model must have a full-time facilitator that acts as a guide and coach for the implementation process. The facilitator should be knowledgeable regarding issues related to special education and should draw on the expertise of specialists in the field to ensure that the model addresses the needs of all students.

- The SEA is required to provide a liaison between the state and school district to provide information to schools to ensure alignment with state standards. It may

be helpful to ensure that the state liaison also provides guidance to the schools to ensure that they adhere to IDEA requirements.

- Each district provides a liaison to facilitate communication between the SEA and schools within the district. The district role includes several responsibilities, including providing time for staff development and allocating resources for implementation. It may be important to ensure that the district liaisons view their responsibilities from an inclusion perspective so that the needs of diverse students are considered at every level of implementation.

Curriculum and Instruction

- The model incorporates various strategies considered to be "best practices" for students with disabilities, including differentiated instruction strategies (Access Center). To ensure that this model meets the needs of diverse students, the consistent implementation of these features should continue to be promoted and supported by school administrators.

Scheduling and Grouping

- The model supports the use of various instructional grouping strategies, which is consistent with "best practices" for students with disabilities.

- Scheduling is not specifically addressed in the CSRQ Center review of this model. It may be important to ensure that teachers are provided adequate planning time to develop and implement differentiated instruction strategies.

Technology

- Schools that adopt this model are encouraged to promote computer literacy for students. There are several issues that must be addressed to ensure that students with disabilities have equal access to instruction through technology. Some of these issues include: 1) assessment to determine if accommodations are required to provide equal access to the computer instruction, 2) if accommodations are required, initial and ongoing assessment to determine what type of assistive technology is an effective match for the student and, 3) training for students, teachers, school staff and parents in the use of all required technology. In some cases it may be necessary to seek guidance from district, state and/or national educational technology organizations.

Monitoring Student Progress and Performance

- It may be necessary to review assessment procedures to ensure that assessment methodologies include a diverse range of methods to accommodate all learners. If required, information and training can be provided on alternate and authentic assessments, and learning and interest style inventories. It may also be necessary to differentiate the way students demonstrate their learning.

Family and Community Involvement

- Since the model is designed to tap into community resources, it may be important to include community stakeholders, such as organizations and agencies that provide services to persons with disabilities and representatives of the business community, in outreach activities designed to increase awareness of the value of including persons with disabilities in community activities and the workforce.

- The model's implementation plan includes the provision of school-to-work experiences. As appropriate, educators may want to invite representatives of organizations and agencies that provide vocational services to persons with disabilities to provide guidance regarding post school outcomes.

Professional Development and Technical Assistance

- Educators can ensure that all training materials and professional development activities include information designed to increase awareness about issues related to the provision of special education services.

- CFL requires schools to collaborate with families and communities to improve the learning outcomes of all students. If families and community leaders are going to participate in this model, they need to be included in training related to increasing awareness of special education issues. It may be beneficial to promote the inclusion of parents of students with disabilities in the process. In order to expand opportunities for family involvement, schools may seek guidance from local and regional information centers on issues related to parent involvement in school activities.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- Federal Resource Center for Special Education (FRC)
- The National Center on Secondary Education and Transition (NCSET)
- The Technical Assistance ALLIANCE for Parent Centers (TA Alliance)

Model Name: Comprehensive Early Literacy Learning (CELL)

Description and Model Mission

The primary focus of Comprehensive Early Literacy Learning (CELL) is the implementation of scientifically based best practices that combine literacy strategies, language development, and literary connections. The mission of the model is to support whole-school literacy reform through ongoing assessment, capacity building, customized site-based training, and continuous involvement with parents.

Goals of the model include:

- conducting multiple literacy assessments that measure individual and school-wide reading achievement
- integrating reading and writing strategies into all subjects
- enabling site-based managers to guide the school-wide literacy approach
- designing customized staff development that connects with a school's annual plan, standardized test results, and state standards of learning.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, no studies that met CSRQ Center standards were found that examined the impact of the model on the achievement of diverse student populations. Therefore, the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- The ultimate goal of the model is to shift responsibility for school reform to the local school staff. To ensure that individual schools will address the needs of students with disabilities in their implementation of the model, it may be necessary for the model staff to collaborate with the school planning team to include a focus on special education issues.

- Individual schools are required to designate a literacy coordinator to act as an instructional leader for the implementation of CELL, and grade-level teams to plan for implementation of the CELL Framework. It may be beneficial for the instructional leader and team members to include special education issues as a basic tenet of the implementation plan.

Curriculum and Instruction

- The model's framework for instruction includes many of the evidence-based practices for improving the reading skills of students with disabilities. Additional training may be helpful on "promising practices" that can be used to supplement core instruction for students who are struggling with reading.

Scheduling and Grouping

- The model promotes flexible grouping strategies, which is consistent with "best practices" for students with disabilities. To ensure that students are placed at the appropriate instructional level, training may be beneficial for teachers in screening assessments to identify student readiness level, level of interest and learning style.

Monitoring Student Progress and Performance

- The model incorporates assessment components that include formative and summative assessments. Authentic and alternative assessments to meet the needs of diverse students may be useful. Training for teachers in curriculum- and performance-based measurement may be required.

- Screening assessments of student readiness level, student interest and learning style may also be included in the assessment process to ensure that students are placed in the appropriate instructional group and/or level.

Family and Community Involvement

- The model suggests that schools collaborate with families to create home-based literacy activities to enhance students' learning. The time and energy demands required by a family in the care of a child with a disability should be taken into consideration when developing any home-based activities. To address the issues of special needs families, it may be helpful to reach out to parents of students with disabilities in this collaboration process. Schools may want to contact local, state and national organizations and centers for guidance in how to enhance the participation of parents.

- The model offers workshops and materials for interested schools to provide literacy training to families. It may be beneficial to provide training to schools on issues related to special needs families, which they can take into consideration when developing a plan to recruit families to participate in training. Literacy training for families can be expanded to include "effective strategies" in literacy for students with disabilities.

Professional Development and Technical Assistance

- The model provides professional development and technical assistance to schools prior to and during implementation. Professional development training and activities may be expanded to include issues related to special education services.

- Professional development activities include "methods to increase parent and community involvement." Schools may want to reach out to organizations that provide services to students with disabilities and parents of students with disabilities to include them in these professional development activities. These

participants may be able to offer expertise related to special education issues, as well as benefit from the training offered by school personnel.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- The National Center on Accessing the General Curriculum (NAAC)
- The National Center on Student Progress Monitoring (NCSPM)
- The Technical Assistance ALLIANCE for Parent Centers (TA Alliance)

Model Name: Co-nect

Description and Model Mission

The mission of Co-nect is to ensure equality of exceptional education for all students. Co-nect defines an exceptional education as one that prepares all students for lifelong learning, a productive life of work, and responsible participation in civic life in ways consistent with the individual strengths and interests of each learner.

The model uses four key Focused Solutions aimed at improving student achievement:

- Increasing instructional leadership capacity.
- Building professional learning communities.
- Using data to inform decision making.
- Monitoring model effectiveness.

The model emphasizes four Intervention Strategies that focus on support provided by the Instructional leadership Team (ILT).

- Classroom assessment
- Technology Integration
- Project-based learning
- Family support for learning.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, neither of the studies that met CSRQ Center standards examined the impact of the model on the achievement of diverse student populations. Therefore, the rating in this category is no rating.

Strategies to Increase the Participation of Students with Disabilities in the Model

<u>Organization and Governance</u>

- Co-nect focuses on increasing instructional leadership capacity and provides a Grant Support Toolkit to assist schools in formulating an initial understanding of the model. Also important is the development of an Instructional Leadership Team (ILT), which can be comprised of a heterogeneous group of professionals, including those with experience in educating students with disabilities.

- The model requires each school to conduct a Comprehensive Needs Assessment, and use these data to develop goals. Educators can ensure that the needs of special education personnel and students with disabilities are considered in this needs assessment.

Curriculum and Instruction

- Con-nect does not require specific curriculum, materials, or supplies for subject areas but does provide extensive instructional resources through The Exchange, the model's online proprietary service. The Exchange includes information and professional development resources regarding best practices, instructional resources, and tools to enable educators to build lesson plans aligned with state standards. To ensure that these materials reflect the needs of students with disabilities, educators can consider how they can be adapted.

- Co-nect promotes the use of project-based learning and hands-on learning opportunities, which may offer students with disabilities, varying ways to express their learning.

Scheduling and Grouping

- Although Co-nect does not require specific scheduling arrangements or grouping practices, educators can consider how particular grouping strategies, especially related to project-based learning activities, can support the integration of students with disabilities.

Technology

- The model requires that schools use high speed internet. This technology may provide opportunities for teachers to take advantage of diverse instructional methodologies that can complement traditional teaching strategies. For students with disabilities, who may have attention problems, using innovative teaching and learning methods via the internet, may facilitate the engagement of students in classroom content.

Monitoring Student Progress and Performance

- Co-nect recommends that schools examine multiple methods to gauge student progress and encourages the use of data to drive decision-making. The model's toolkit includes resources related to the use of indicators, *Evidence of Quality Teaching*, to assess strengths and weaknesses in instruction. Curriculum-based measurement and progress monitoring techniques, used with students with disabilities, may offer educators information about data collection to inform instructional decisions that can accompany the strategies inherent in Co-nect.

Family and Community Involvement

- The model has Family Support for Learning as one of its Focused Intervention Strategies and schools may invite parents to participate in the ILT. Educators can ensure that parents of students with disabilities have access to these opportunities.

Professional Development and Technical Assistance

- Co-nect's professional development aligns with the strategies supported by the National Staff Development Council, and provides an array of opportunities for educators to further their learning. In all of these efforts, information and tools to assist educators to work with students with disabilities should be incorporated, and school leaders, may want to complement these resources with information produced by organizations whose primary audience is special educators, such as the Council for Exceptional Children (CEC) (www.cec.sped.org).

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- The National Center on Student Progress Monitoring Center (NCSPM)
- The Technical Assistance ALLIANCE for Parent Centers (TA Alliance)

Model Name: Core Knowledge

Description and Model Mission

The mission of Core Knowledge is to form a more equitable society by providing the same education to all children, regardless of race, gender, or socioeconomic status, through a shared, sequenced curriculum.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, in the studies that met CSRQ Center standards, one study examined the effects of Core Knowledge on students who were limited English proficient (LEP). These students did perform better than the non-LEP comparison group on math and writing statewide standardized tests. Therefore, the rating in this category is limited. However, the CSRQ review did not yield studies that examined the effects of Core Knowledge on students with disabilities.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- The mission of Core Knowledge is to form a more equitable society by providing the same education to all children, regardless of race, gender, or socioeconomic status. The strategies that the model uses to reach out to these diverse groups can be examined to identify their inclusion of students with disabilities. At times, strategies used to facilitate the participation of students who are culturally or linguistically diverse (the demographic of race) may be similar to strategies to include students with disabilities. For instance, if the model offers language accommodations for its materials, these accommodations may also be useful for students with reading or print disabilities.

- Core Knowledge developers recommend that prior to implementation, schools considering using Core Knowledge visit schools that already implement the model. During these site visits, educators can observe whether students with disabilities are included in the model and whether special education professionals are part of the organization and governance of the model.

Curriculum and Instruction

- Professional development materials that accompany Core Knowledge, especially related to using the recommended lessons plan from the Baltimore Curriculum Project should include guidance to educators to help them modify these lesson plans to include instructional strategies, such as differentiated instruction, that facilitate the participation of students with disabilities in the curriculum. Core Knowledge requires that schools adopt a sequence of lesson plans that outline what is to be taught across content areas and grade levels. This sequence of lessons reflects half of the school curriculum, with lessons related to the State's standards representing the other half of the curriculum. Core Knowledge

provides educators with a range of instructional strategies that can be adapted to meet the needs of diverse learners. Educators can assess the effectiveness of these strategies to meet the needs of students with varying disabilities and learning styles.

Scheduling and Grouping

- Scheduling must include a 90-minute block of planning time for each grade level team. Special educators and support personnel should comprise these teams and planning time can include a focus on issues related to the academic achievement of students with disabilities.

Technology

- Core Knowledge requests that schools outline how they will acquire and use technology for instruction. Educators can think about ways that they can use assistive and instructional technology to facilitate student participation in learning content. The model also suggests that educators use technology for management purposes to plan daily activities.

Monitoring Student Progress and Performance

- The model requires CSR schools to administer Core Knowledge Curriculum References tests in grades 1–5. These tests measure teacher effectiveness and student retention of material. Educators can identify whether these tests can be delivered in alternate formats, without compromising the validity of the assessment, to accommodate students with disabilities. Curriculum-based measures where data is captured on a continuous basis for students with disabilities, is also useful to improve instruction on an ongoing basis.

Family and Community Involvement

- Core Knowledge requires that schools develop a strategic plan for parent and community involvement that includes a focus on the activities the school will take to invite family and community participation. It is important for educators to ensure that outreach activities include deliberative efforts to reach out to families of students with disabilities. It may also be useful to invite community organizations whose missions are related to persons with disabilities as a means of heightening awareness of issues affecting students with disabilities.

Professional Development and Technical Assistance

- Core Knowledge provides consultants to schools to provide professional development through structured professional development days. It would be important for administrators to ensure that these Core Knowledge consultants have experience in working with a diverse range of learners and can offer technical assistance to educators that serve to engage students with disabilities in Core Knowledge learning experiences.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- NIMAS Development and Technical Assistance Centers
- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- The Technical Assistance ALLIANCE for Parent Centers (TA Alliance)

Model Name: Different Ways of Knowing

Description and Model Mission

The mission of Different Ways of Knowing is to provide educators with research-based tools, services, and partnerships that dramatically increase their capacity to develop all children to their full potential.

The model uses a curriculum focusing on the performing, visual, literacy, and media arts to provide students with different ways to understand themselves and their surroundings. Different Ways of Knowing is based on a set of core beliefs that place high expectations on both student and staff members within a school.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, no studies that met the CSRQ Center's standards examined the model's effects on achievement for diverse student populations. The rating is therefore no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- Prior to implementation, schools interested in implementing Different Ways of Knowing must submit a comprehensive data set including information about Adequate Yearly Progress, lists of instructional strategies, and other student data. Educators should ensure that these data sets include information about students with disabilities, including data about participation in the general education curriculum. With this information, consultants from Different Ways of Knowing are able to help schools develop a viable implementation plan. Educators should consider supplying the model developer with information about performance measures related to students with disabilities, such as those required in a state's State Performance Plan, required under the U.S. Department of Education, Office of Special Education Programs (OSEP).

- Schools are required to also develop an instructional leadership group, which can include professionals with expertise in special education.

Curriculum and Instruction

- The model does not require the use of a particular curriculum. However, the Different Ways of Knowing model holds the belief that instructional strategies should be based on a student's prior knowledge and that the arts should be integrated into all subject areas. The model recommends the use of instructional strategies such as student centered, differentiated, and inquiry based, providing educators with the flexibility to select instructional strategies that are consistent with the learning needs of a broad array of learners.

Scheduling and Grouping

- Different Ways of Knowing recommends that all students be educated in regular classrooms and offers specific recommendations regarding steps to raise the performance of low-income students, special education students, girls, English language learners, and students of different ethnicities. Professional development workshops provide teachers with specific strategies for creating classrooms of access and equity.

Technology

- Different Ways of Knowing does not provide guidance on using technology, although educators may want to think about how technology can support the integration of arts education into curriculum, and specifically, how assistive technology may facilitate the engagement of students with disabilities.

Monitoring Student Progress and Performance

- The model uses district and state assessments to monitor student progress and encourages schools to use feedback to continuously improve implementation. Educators can ensure that students with disabilities are included in all of these assessment procedures.

Family and Community Involvement

- Different Ways of Knowing recommends the educators use community resources available at museums and art galleries. In many of these public institutions, services are offered for people with disabilities. Educators can think about how they can use these accommodation services to improve the participation of students with disabilities in the model.

Professional Development and Technical Assistance

- Different Ways of Knowing provides a variety of professional development workshops with specific strategies for creating classrooms of "access and equity." The model also supports model consultants to help schools develop and implement a customized toolkit. These activities may focus on strategies to ensure that students with disabilities are included in the model on an ongoing basis.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- Federal Resource Center for Special Education (FRC), State Performance Plans (SPP).
- Just for the Kids

- National Center on Special Education Accountability and Monitoring (NCSEAM)
- Office of Special Education Programs (OSEP), U.S. Department of Education
- The American Alliance for Health, Physical Education, Recreation and Dance (AAPHRD)
- Very Special Arts (VSA)

Model Name: Direct Instruction (Full Immersion Model)

Description and Model Mission

The Direct Instruction model features a scripted curricular program that incorporates instructional and grouping strategies. The National Institute for Direct Instruction (NIFDI) is a national organization often considered a leading DI service provider. According to NIFDI, the focus of the Full Immersion Model of Direct Instruction is to accelerate student performance using interactive, systematic, and explicit instruction supported by a system of data analyses and problem solving tightly linked to instruction. A major focus of the model is to build the capacity of teachers and administrators to implement the model with fidelity. The model has two foundational principles: All students are capable of learning if taught using proper techniques, and all teachers can be effective if provided with research-based strategies and materials. The model targets facts such as assessment, instruction, grouping, scheduling, professional development, and resource allocation. The Full Immersion Model of Direct Instruction does not rely on parental involvement or technology; NIFDI believes that school leaders often cannot control these factors.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, many of the studies of the effects of DI on student achievement test the effects on student samples from primarily low-income, high minority, "at risk" populations. However, none of the studies that met CSRQ standards conducted specific student subgroup analyses for diverse student populations, including students with disabilities. Therefore, the rating in this category was no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- NIFDI requires that 80% of the school faculty support the implementation of Direct Instruction, and garners district support by making available an accountability officer and a liaison who serve as the conduit between the school and the external support provider. Schools can ensure that these personnel represent the perspectives of special education personnel and are familiar with the conditions and practices that facilitate student performance. This model also suggests using school coaches to increase communication. These coaches should include special educators.

Curriculum and Instruction

- The DI approach is based on the belief that learning is affected by the sequential development of skills, instructional approaches, amount of skill practice and application, and ongoing feedback given to student progress. These attributes are, in part, consistent with the learning structures that are deemed to improve learning for students with disabilities (Access Center). Students with disabilities, depending upon their specific disability, can benefit from repetition of content and interactive instructional delivery. Educators should consider the attributes of DI in

relation to other instructional programs in place and frequently used with students with disabilities.

Scheduling and Grouping

- DI requires that schools plan their instructional school day around the DI curriculum. They need to establish a dedicated instructional block for each major subject area, including math, language, and spelling, and two instructional blocks for reading. For students with disabilities and with an Individualized Education Program (IEP), educators should ensure that support or related services, if they are needed, are also included in the student's school day. Because of the highly structured nature of DI, the model does not generally accommodate pull-out programs. Additionally, DI uses homogeneous instructional groups as a delivery strategy. The use of homogenous groups differs greatly from the use of heterogeneous groups, where students at various academic levels, and with various disabilities, are grouped together. Educators should weigh the use of instructional groups with the evidence related to instructional grouping strategies involving students at various academic levels.

Technology

- NIFDI feels that technology is peripheral to the mission of accelerating student achievement; therefore, the Full Immersion Model of Direct Instruction does not require schools to use technology for instruction or management. Educators should consider whether the use of assistive technology would help students with disabilities to more fully engage in the Direct Instruction model without compromising the integrity of the program.

Monitoring Student Progress and Performance

- Direct Instruction encourages the use of continuous data collection and analysis of data regarding student performance. This is aligned with the tenets of curriculum-based measurement or curriculum-based assessment, often termed progress monitoring. Progress monitoring is a scientifically based practice that is used to assess student's academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class (National Center on Progress Monitoring).

Family and Community Involvement

- Based on its experience, NIFDI feels that family and community involvement is peripheral to accomplishing its mission to accelerate student achievement. Educators can assess whether including parents in their child's educational program would influence the student's participation in the model. Questions that can be asked include whether parents and families support Direct Instruction in the home setting and how this would impact the child's participation and achievement in Direct Instruction.

Professional Development and Technical Assistance

- NIFDI consultants, an implementation manager, and a project director provide schools with ongoing consulting and training. The Direct Instruction Implementation Manager helps schools select peer coaches for each grade level. To ensure that the needs of students with disabilities are addressed in the model, it is advantageous for professional development and technical assistance staff to have experience and training in working with diverse student populations. An understanding of how the Direct Instruction curricular materials are aligned with the diverse learning strategies used by students with disabilities is important to ensure that students are getting the most out of the model (Kansas).

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- The National Center on Student Progress Monitoring Center (NCSPM)
- The University of Kansas Center for Research on Learning (Kansas)

Model Name: Expeditionary Learning

Description and Model Mission

The mission of Expeditionary Learning is to help create and sustain a national network of good and improving schools (across levels) in places where good and improving schools are not the norm. The model also seeks to use active teaching and learning, a positive school culture, and an equal emphasis on academic and personal growth to bring out the best in administrators, teachers, and students. This model is based on the Outward Bound model, although Expeditionary Learning is not a wilderness adventure series. The model developers believe that transformative learning takes place when skills and understanding are connected to the real world and that "authentic" practices in the classroom create academic rigor, character growth, and exemplary social standards.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, there were no achievement outcomes of diverse student populations in the one study that met CSRQ Center standards. Therefore, the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- The full implementation of Expeditionary Learning requires a commitment from 80% of teachers, because the reform entails structural and cultural changes, mandatory staff development, and acceptance of the Expeditionary Learning design principles and core practices, plus participation in team planning and student advocacy meetings. Model implementers can ensure that a diverse range of professionals are included in this commitment group, including those staff who work with students with disabilities. Administrators are expected to support implementation of the model by mentoring teachers, attending conferences, sharing decision-making, allowing release time for professional development, establishing common planning periods, and attending staff training. In all of these governance areas, administrators should ensure that support activities include opportunities for educators to learn about topics related to students with disabilities and have occasion to interact with special education professionals.

Curriculum and Instruction

- Expeditionary Learning does include a prescribed curriculum, but each school is responsible for creating an instructional model that aligns with the model philosophy. This philosophy is based on design principles related to self-discovery, wonderful ideas, responsibility for learning, empathy and caring, success and failure, collaboration and competing, diversity and inclusion, the natural world, solitude and reflection, and service and compassion. Educators can use these principles with curriculum that allows for the participation of

students with disabilities to the maximum extent possible. The model also espouses active learning in the form of learning expeditions. For instance, if students are learning a biography unit, the lesson may entail visiting senior citizens in the community, interviewing community residents, and using local community library archives. In these activity-based learning activities, educators can ensure that students with disabilities, including those with physical disabilities who may have mobility challenges, have access to these same authentic learning opportunities.

Scheduling and Grouping

- The model emphasizes the importance of changing the school structure to optimize learning and teaching. The model provides professional development around topics such as alternative grouping, which can provide important opportunities for students with and without disabilities to interact. Thus, inclusive classrooms are encouraged, and the model suggests "looping" students, so that they are assigned to the same teacher for two to three years. This continuity of instruction, provided that the educator is a high-quality educator, may positively impact learning for students with cognitive and learning disabilities, who benefit from consistent instruction. Further, with looping, the teaching professional has an opportunity to become familiar with the student's learning styles and preferences, and therefore, can modify instruction and learning more easily because of this familiarity.

- The model uses "crews" or teacher advisory meetings to create positive relationships between students and teachers. If these crews are inclusive, they provide an ideal venue for heterogeneous groups of students to interact and learn together.

Technology

- Expeditionary Learning recommends the use of technology, such as the use of computers for instructional purposes. Educators can ensure that assistive technologies are available to students with disabilities who may need accommodations to effectively use technology (CITEd).

Monitoring Student Progress and Performance

- Expeditionary Learning suggests that a range of assessments is essential to determine student progress, including a blend of performance-based assessments, observational assessments, interviews, and surveys. Students are encouraged to track their own progress. The diverse assessment procedures recommended by the model suggest that curriculum-based measurement and progress monitoring classroom assessments may be applicable. Educators should consider how the assessments used to measure student progress in Expeditionary Learning are aligned with assessments given at the State or local levels to measure student progress for a State's accountability plans.

Family and Community Involvement

- Family and community involvement is core to the Expeditionary Learning model and is encouraged in a number of ways. Family or community members can volunteer in a classroom or a library, serve on a governance committee, or offer their services as a tutor or resource. Educators can encourage the participation of heterogeneous groups of family and community members, such as those from culturally diverse backgrounds, or those with disabilities. This interaction may help raise the awareness of all students about the capacities and potential of persons who are different from them.

Professional Development and Technical Assistance

- The model includes professional development and technical assistance to faculty and leadership in each school over a period of at least five years. As members of the Expeditionary Learning Network, schools receive a tailored package of onsite and offsite support services. The model offers intense one-week initial training in the form of a leadership institute, and ongoing support is provided through summer institutes, residential summits, and year-round workshops. Expeditionary Learning also offers an annual conference, where Network members have opportunities to interact with others who are implementing the model. Face to face professional development events may provide an ideal venue at which model planners can highlight schools that are implementing Expeditionary Learning with a diverse range of student populations, including students with disabilities. In these forums, member schools that may have had less success in engaging students with disabilities in the model can learn from peers who have been successful at including a diverse range of students in the program.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- Job Accommodation Network (JAN)
- The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
- The National Center on Student Progress Monitoring (NCSPM)

Model Name: First Steps

Description and Model Mission

First Steps is a school-wide professional development model designed to help each school improve literacy development and educational outcomes. First Steps is an acronym that defines the following essential educational and instructional benefits:

- **F**ocus on strategies. Bank of strategies for independent reading.
- **I**nvestigative. Active learning with authentic literacy events.
- **R**eflective. Students reflect, represent, and report on their learning.
- **S**caffolding. Support given to student through guiding, sharing, conference, and modeling.
- **T**ailored. Balanced literacy that includes a variety of approaches and grouping structures.
- **S**upportive. Constructive, participatory, and collaborative learning environment.
- **T**ested. Range of research-based practices.
- **E**mbedded. Making connection between new understanding and current knowledge.
- **P**urposely practice. Continuous application of strategies.
- **S**hared. Ongoing dialogue between staff, students, and parents.

The First Steps model aims to help schools teach, evaluate, and diagnose the literacy development of students. First Steps helps teachers to identify behaviors during literacy development and to modify classroom instruction and activities to parallel this development.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, none of the studies met CSRQ Center standards. Therefore, the impact of this model on student achievement for diverse student populations is unknown and the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- The intent of the First Steps model is to eventually shift the management and governance of the model from the First Steps staff to the local school staff. Principals are designated as school leaders and have a role in garnering the support of all school professionals. The model requires each school to designate a literacy leader, who undergoes comprehensive training conducted by First Steps. This literacy leader assists other educators to implement the school literacy plan. Leaders at the school can ensure that this literacy leader is

knowledgeable about reading strategies for students who may be struggling readers (those with and without disabilities). The literacy leaders can be experienced in identifying early warning signs of reading difficulties and can be knowledge about when further intervention by diagnostic personnel may be required. Literacy support personnel should have familiarity with resources within and external to the school that can be used to help students who may have reading difficulties.

Curriculum and Instruction

- First Steps requires each school to use its model-developed reading and writing curriculum, referred to as the First Steps Developmental Continuum. The curriculum is focused on four areas, including reading, writing, spelling, and oral language, and is organized around literacy strands that identify or map specific behaviors required at each of these six developmental stages (see CSRQ Center Elementary Report for detailed information about these strands). The way in which First Steps describes these behaviors may afford educators opportunities to assess student achievement at each level through alternate means, other than just verbal expression. The principles related to differentiated instruction (Access Center) and Universal Design for Learning (UDL), whereby students demonstrate their learning through diverse means, is applicable to the First Steps Curriculum.

Scheduling and Grouping

- First Steps requires that schools implement a three-tiered process that includes long-range, short-term, and daily planning. Collectively these plans develop class profiles and expected outcomes, develop interrelated units of study, incorporate a focus on literacy strategies used for six-week periods of time, and implement specific topical themes and corresponding instructional strategies. In developing long-range, short-term, and daily plans, educators should consider the needs of the diverse learning patterns of students in their classes and modify these plans accordingly. For instance, if some students take longer to achieve goals than other students, or require different instructional strategies, these conditions should be reflected in the First Steps plans. First Steps provides assistance to schools to establish diverse grouping techniques. Integrated types of groups, where students with and without disabilities are included, can be considered.

Technology

- First Steps does not have any specific technology requirements for schools, but it does encourage schools to use technology to support implementation of the literacy curriculum. Educators can consider the use of adaptive and assistive technologies that can facilitate the participation of students with disabilities in the First Steps model.

Monitoring Student Progress and Performance

- The primary purpose of the First Steps assessment is to provide teachers with information to develop meaningful and appropriate learning situations to match

literacy needs. The approach entails ongoing assessment in varied learning situations, such as guided reading, shared reading, poetry reading, and independent reading. Professional development with First Steps includes activities to help educators design evaluations and measurement tools, collect and gather data, map the literacy development of students, and analyze the results.

- First Steps recommends that schools use multidimensional data collection tools that include a balance of observation instruments, individual student conferences, samples of student work, and student self-evaluations. These varying assessment modalities provide a rich opportunity for educators to collect performance data on a wide range of students who have varying learning styles, including those with disabilities. Flexible, reliable, and valid assessment techniques can yield accurate data to help inform educators in the instructional process.

- The model suggests additional assessment tools such as portfolios, learning journals, three-way conferences with family, and communication books. This flexible approach enables all students to participate in assessment and continuous improvement activities regardless of disability.

Family and Community Involvement

- First Steps encourages family participation and a focus on increasing parental literacy awareness. The model suggests varying ways to sustain communication with families, such as newsletters, Web pages, and bulletin boards. These varying ways of reaching out to families will attract a diverse range of participants in the educational process, since families themselves acquire information in very different ways.

- Through a more formal program, Parents as Partners, First Steps offers a workshop to parents, students, teachers, and administrators to provide families with an opportunity to learn about specific literacy strategies. On these occasions, educators can invite students with disabilities into the process to raise awareness regarding the potential of the model to reach a wide and varying range of students. In communication materials and discussions, examples of literacy strategies used to address the needs of students with disabilities or those with difficulties in reading can also be highlighted.

Professional Development and Technical Assistance

- A formal professional development plan is integral to implementing First Steps. The plan includes workshops, tutor training, and courses. Information about the model's inclusiveness can be shared during these professional development forums.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- LD Online
- Reading Rockets
- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- Vaughn Gross Center for Reading and Language Arts

Model Name: Integrated Thematic Instruction

Description and Model Mission

Integrated Thematic Instruction (ITI) is a K–12 model that the developers claim is based on research on how the human brain functions and how learning takes place. The mission of ITI is to help local administrators and classroom teachers use research on the human brain to guide the selection of curriculum and instructional strategies so that schools are transformed into safe learning communities that develop high-achieving students who become responsible citizens. The model espouses nine conditions that enhance and support learning: absence of threat, meaningful content, choices, movement, adequate time, enriched environment, collaboration, immediate feedback, and mastery/application. ITI provides schools with tools to improve school climate, and thereby, positively affect student achievement, family and teacher satisfaction, student attendance, and student discipline rates.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, of the studies that met CSRQ Center standards (two studies), neither evaluated the effects on the achievement of diverse student populations. The rating is therefore no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- The founder of the model, Susan Kovalik, established a company in 1984, SK&A, to act as the service provider for ITI. SK&A recommends that 85% of school faculty agree to adopt the model, and will work closely with faculty to develop a school improvement plan to address the emotional, physical, and academic climate of the school. The model recommends that educators transform the physical environment of the school by changing lighting and cleanliness. As education space is changed, educators can think about the physical accessibility of the space for students who use wheelchairs or others who may have mobility impairments.

- ITI suggests that schools move to a non-hierarchical governance structure and use more team decision-making. In these governance structures, educators can ensure that special education personnel are integrated into these teams. In the ITI governance structure, a Curriculum Leadership Team offers suggestions to the Committee-as-a-Whole, who then makes a decision regarding curricular changes. It is important for both of these committees to consider the needs of a diverse student population who may be impacted by these changes.

Curriculum and Instruction

- ITI requires schools to adopt the LIFESKILLS curriculum, a set of guidelines for respectful behavior. These guidelines include an emphasis on common sense,

caring, curiosity, friendship, integrity, organization, resourcefulness, and a sense of humor. This curriculum may provide an appropriate opportunity for educators to introduce students to topics related to diversity and positive ways of interacting with peers who have disabilities. It may be helpful to incorporate general disability awareness information into the LIFESKILLS curriculum available from disability and advocacy organizations such as the National Organization on Disability (NOD), United Cerebral Palsy (UCP), and the Arc, a non-profit organization dedicated to enhancing opportunities for people with developmental disabilities (formerly the Association for Retarded Citizens).

- The model does not include curricula for reading, math, science, or social studies, and SK&A requires schools to design and write their own curricula. As educators develop curricula, this may create opportunities to consider strategies related to differentiated instruction or Universal Design for Learning (Access Center). These strategies offer varying opportunities for teachers to alter instructional delivery, varying ways for students to interact with content, and varying methods for students to demonstrate what they learned. ITI suggests that educators use instructional delivery methods, such as movement, group learning, and the use of multiple modes of learning. These are all tenets related to the use of differentiated instruction and Universal Design for Learning, that have been demonstrated to positively affect learning outcomes for students with disabilities (Access Center).

Scheduling and Grouping

- ITI recommends, but does not require, that schools adopt block scheduling to allow schools to establish a daily uninterrupted three-hour block of instructional time for the school's year-long theme. With this structure, educators can ensure that students with disabilities are integrated into the blocks.

Technology

- ITI recommends that technology be used for instruction and management, and offers professional development to support its use across both management and curricular areas. The use of assistive technology or other adaptive equipment may be appropriate to enable students with disabilities to benefit from instructional content.

Monitoring Student Progress and Performance

- ITI seeks to monitor student progress using performance-based assessments rather than standardized multiple choice tests. The model gives autonomy to teachers to develop assessments guided by two questions: 1) what do you want the students to understand, and 2) how do you want them to apply this knowledge? The autonomy that teachers have in creating assessments could invite the introduction of classroom-based student progress monitoring activities using curriculum-based measurement (National Center on Student Progress Monitoring).

Family and Community Involvement

- ITI strongly recommends parental involvement and suggests that schools develop a library of resources for parents. This library can include references related to disability awareness. For face to face meetings recommended by ITI, educators can consider including parents of students with disabilities in these meetings, and also may want to invite parents, who themselves may have a disability.

Professional Development and Technical Assistance

- SK&A includes a comprehensive implementation plan that provides specific milestones for each year that the model is implemented (see CSRQ Center Elementary Report). The model is accompanied by training and professional development around each of these milestones. Educators can take advantage of this comprehensive professional development plan to introduce information regarding the needs of diverse learners. These venues create opportunities to share resources and highlight particular cases of success with students with disabilities.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- Center for Applied Special Technology (CAST)
- National Center for Technology Innovation (NCTI)
- National Organization on Disability (NOD)
- The Access Center Improving Outcomes for All Students K–8 (Access Center)
- The Arc
- The Center for Implementing Technology in Education (CITEd)
- The Family Center on Technology and Disability (FCTD)
- The National Center on Student Progress Monitoring (NCSPM)
- United Cerebral Palsy (UCP)

Model Name: Literacy Collaborative

Description and Model Mission

Literacy Collaborative, formerly known as the Early Literacy Learning Initiative, is a national model that includes programs for primary and intermediate grades. The professional development model provides K–6 teachers with a comprehensive school-wide framework and instructional strategies for literacy instruction. The goal of the Literacy Collaborative model is to raise the reading, writing, and language arts achievement of all students by providing schools with consistent strategies and professional development to create a school-wide approach to literacy instruction and development.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, no studies of Literacy Collaborative that met CSRQ Center standards examined effects on the achievement of diverse student populations. Therefore, the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- The model requires that interested schools submit an application to Literacy Collaborative with assurances that must be signed by the principal and district superintendent. These assurances relate to:
  - committing to a five-year implementation plan;
  - selecting, training, and ensuring full participation of a literacy coordinator;
  - selecting a site coordinator to oversee fiscal matters and implement the model;
  - creating a school-based professional development plan;
  - providing for Reading Recovery; and
  - forming a school-based literacy team.
- In all aspects of organization and governance, educators can think about ways to include considerations for a diverse range of students. For instance, the literacy coordinator should have training and experience in working with struggling readers and students with disabilities. The literacy team can be well versed in supporting strategies and resources that can be targeted toward diverse student groups.

Curriculum and Instruction

- With Literacy Collaborative, schools are required to adopt an instructional framework to enhance the literacy development of students. In this framework, teachers are expected to include workshops focusing on language, word study, reading, and writing. The model requires the use of instructional strategies such

as interactive reading aloud, interactive writing, shared reading and writing, guided reading, and independent reading and writing. Educators should consider whether differentiating these strategies based on the needs and diverse learning styles of students would facilitate student engagement in literacy content. Overall, the model espouses a balanced curriculum that includes oral language, reading, and writing.

Technology

- Literacy Collaborative suggests, but does not require, that schools use technology in classroom instruction. Developers provide literacy coordinators with Excel spreadsheets to collect data regarding student performance. This curriculum-based assessment technique enables educators to make adjustments to instruction and content to align with the needs of students. For students with disabilities, the use of technology for data collection purposes may enable teachers to more easily adapt instruction to meet diverse learning needs.

Scheduling and Grouping

- The model suggests flexible grouping strategies and encourages the use of heterogeneous groups that can encourage the participation of students with disabilities. The school structure must consist of 2.5 hours of uninterrupted time for literacy per day. This may enable educators to provide additional support to those students who may have reading difficulties.

Monitoring Student Progress and Performance

- Literacy Collaborative has a research and evaluation center that serves as the data collection base for all participating schools. The Center provides schools with feedback regarding data sets that enable educators to use data for school improvement. To ensure that students with disabilities are included in school improvement, educators can ensure that data sets also include progress regarding students with disabilities.

Family and Community Involvement

- Literacy Collaborative encourages schools to develop relationships with families to create a home-school literacy program. Educators can ensure that these home-school programs include particular materials and outreach dedicated to families of students with disabilities—especially related to additional support that students with reading difficulties may need.

Professional Development and Technical Assistance

- The Literacy Collaborative model requires all school staff to commit to five years of training and participation that includes a multi-level system of professional development (see CSRQ Center Elementary Report for descriptions of multi-level professional development). In these efforts, educators can ensure that there is

participation by an array of professionals, including those who work with students with disabilities.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- LD Online
- Reading Rockets
- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- The National Center on Student Progress Monitoring (NCSPM)

Model Name: Modern Red SchoolHouse

Description and Model Mission

The mission of Modern Red SchoolHouse (MRSH) is to help all students master core academic subjects by using research-based findings on elements that lead to higher achievement. The guiding principles are:

- All students are able to learn, given appropriate time and instructional strategies;
- Teachers and administrators need flexibility to organize an effective instructional program;
- Schools need research-based instructional programs;
- Teachers need ongoing data collection to continuously assess student progress;
- Schools need advanced technology to improve communication, manage student progress, and offer computer-based learning to students;
- Schools should focus on the richness of diverse cultures; and
- Schools should build collaborative relationships with parents.

MRSH focuses on six elements: (1) curriculum and instruction, (2) standards and assessment, (3) school organization and finance, (4) technology, (5) parent and community partnerships, and (6) professional development.

The MRSH school reform model grew out of the Hudson Institute as one of New American Schools' original reform designs. In 1996, the model was piloted in six school districts in four states. Full implementation began in 1997 when the MRSH Institute was established as a nonprofit organization. Currently, the model staff has collaborated with more than 300 schools and 80 school districts in 30 states.

The MRSH model seeks to serve the needs of all students. The model is based on the theory that for all students to achieve high academic standards, school and classroom practices should accommodate the different needs of each student. Each MRSH program is custom-designed to meet the individual needs of schools and districts.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, the one study of MRSH that met CSRQ Center standards did not examine the effects of MRSH on the achievement of diverse student populations. Therefore, the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- Generally, MRSH requires that a minimum of 80% of the teachers at a school vote in favor of using the MRSH model prior to implementation. Schools should develop buy-in from special education staff prior to adopting the model and ensure that these staff members are committed to the model's implementation.

- Teachers and paraprofessionals participate in professional development and task forces developed in coordination with MRSH over a period of 3 years. The task forces are developed to address particular school needs, and are comprised of school personnel, parents, small business representatives, and school board members. Schools should ensure that parents of students with disabilities and special educators are included on task forces.

Curriculum and Instruction

- Since the model does not require a specific curriculum, MRSH staff help teachers think collaboratively about ways to strengthen the instructional program to meet the needs of the student body. As the MRSH staff plan a curriculum approach, the following questions guide decision-making:

  - Are learning and instruction progressing in a coherent manner?
  - Are distinct and discrete differences occurring at each grade level and across all subject matter?
  - Are the same skills taught in the same way each year?
  - Are both skills (memory-based) and strategies (application) taught to all students?
  - Do all students have an opportunity to master challenging content?

Teachers should recognize that these questions should apply to both general and special education students, and teachers should incorporate research-based instructional strategies that help students with disabilities access the general education curriculum into the curriculum approach. These strategies include mnemonics, graphic organizers, concrete-representational-abstract (CRA), differentiated instruction, and computer-assisted instruction (Access Center).

Monitoring Student Progress and Performance

- The MRSH advocates ongoing monitoring of student progress and performance through teacher-developed assessments, commercial diagnostics, and state assessments. MRSH staff expect teachers to develop student performance assessments in order to know their students' strengths and weaknesses. The model emphasizes the use of performance assessment data to inform instructional practices and organizational decisions (National Center on Student Progress Monitoring).

Professional Development & Technical Assistance

- An average of 25 to 30 days of professional development is offered each year onsite by MRSH trainers. MRSH trainers specialize in particular areas of the model and have an average of 20 years of experience in public education. The MRSH professional development program entails a systematic approach for implementing sustainable change in schools. It is based on a four-step process in which educators:

  - **Conduct a diagnostic visit with local school staff to understand the current organizational challenges.** During this step, schools typically review student test data, demographic data, and teacher certifications. Schools should ensure that disaggregated data on the progress of students with disabilities is considered when identifying needs and special educators are consulted.

  - **Prepare a professional development proposal with local schools that entails the services, timeline, and budget required for implementing the training plan.** Schools should ensure that adequate funds are provided for the professional growth and release time of special educators and paraprofessionals.

  - **Set concrete outcomes with school staff at each professional development session.** Both general and special educators should set goals for improving their instructional skills for teaching students with disabilities.

  - **Build school capacity so that local schools and school districts can independently assume ownership of the training process.** Ensure that special education staff members receive leadership training so that they can continue to mentor other special educators, paraprofessionals, and general educators on strategies for providing access to the general education curriculum for all students.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- IRIS Center for Faculty Enhancement (IRIS)
- National Resource Center for Paraprofessionals (NRCP)

Model Name: National Writing Project (NWP)

Description and Model Mission

The mission of the NWP is to improve the teaching of writing in the nation's schools. The NWP provides professional development through a network of university-based local writing project sites to serve as a resource for local innovation and improvement, build school-based leadership, develop a knowledge base on the writing process across the curriculum, and develop a network of NWP-trained educators to help both teachers and their students become more successful writers and learners.

According to the NWP, its goals are based on nine key premises:

- Writing is pivotal to learning, academic achievement, and job success.
- Writing instruction begins in kindergarten and continues throughout life.
- Writing is fundamental to learning in all subjects.
- Effective teachers write regularly.
- Exemplary teachers make the best teachers of other teachers.
- Teachers are the key to reform in education.
- Professional development begins when teachers enter teaching, and continues throughout their careers.
- Universities and schools in collaboration can provide powerful programs for teachers.
- Real change happens over time.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, no studies that met CSRQ Center standards examined the impact of this model on the achievement of diverse student populations. Therefore, the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- NWP sites identify exemplary teachers in local schools and invite these teachers to attend an annual summer institute. By training these teachers during the summer institute, NWP sites develop partnerships with local schools. Schools should ensure that special education teachers as well as general education teachers are identified as exemplary teachers and are invited to attend annual writing institutes.

Curriculum and Instruction

- Since the model does not require specific instructional strategies, schools should provide information and training on research-based writing strategies for students with disabilities, such as graphic organizers, mnemonics, and computer-assisted instruction (Access Center and IRIS Center).

Professional Development and Technical Assistance

- Schools should ensure that parent and community workshops, new teacher support programs, teacher research groups, and school-based professional development sessions cover writing strategies for students with disabilities.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- Access Center: Improving Outcomes for All Students K–8 (Access Center)
- IRIS Center for Faculty Enhancement (IRIS)

Model Name: Onward to Excellence II (OTE II)

Description and Model Mission

The mission of OTE II is to help school communities work together to set student achievement goals, use data to drive the decision-making process, build capacity for continuous improvement, and use research-based practices for teaching.

The OTE II model uses these practices to focus on the following seven school improvement outcomes:

- Quality and equity in learning of all students;
- Agreement to a widespread commitment to a mission and to student learning goals;
- Alignment of content, instructional methods, and assessments to the mission and goals as well as to each other;
- Application of the mission and goals to drive human, financial, and other resource decisions;
- Involvement of stakeholders who represent the community's diverse perspectives and cultural composition whenever planning and making improvements;
- Collection and use of data to improve decision-making; and
- Creation and sustainability of a "learning organization" that uses its own experience and knowledge, and that of others, in carrying out its work.

OTE II is a model that helps schools to choose and implement new practices, rather than mandating specific changes. The model implementation is cyclical, with each cycle in place for two to three years. The model follows seven steps: 1) Organizing for Success, 2) Assessing Current Status, 3) Establishing Consensus, 4) Aligning to State Standards, 5) Learning from Research, 6) Making Improvement, Monitoring and Adjusting, and 7) Renewing the Continuous Improvement Cycle.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, there were no studies of the effect of the model on student achievement that met CSRQ Center standards and examined diverse student populations. Therefore, the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

<u>Organization and Governance</u>

- OTE II requires that each school hold an introductory session with staff and community members prior to implementation to acquaint them with the four steps of the OTE II process. Each school must provide the OTE II staff with documentation that such a meeting was held and that the stakeholders reached a consensus to use the OTE II model before implementation can begin. Schools

should develop buy-in from special education staff prior to adopting the model and ensure that these staff members attend all initial school-level meetings. Since district support is also required, district special education staff should attend pre-implementation information sessions.

- OTE II requires schools to develop a School Leadership Team (SLT) typically comprised of school staff, community members, and at the middle and high school level, students. The team is responsible for managing transitions within the school and must learn to work with the entire school community to make decisions and implement change. Special education staff and parents of students with disabilities should be included on the school leadership team.

- OTE II requires schools to develop an External Study Team (EST) generally composed of members from the community, central office staff, local university professors, and representatives from other schools. At the beginning of the implementation process, the team is responsible for creating a school profile and establishing school improvement goals based on school and student achievement data, classroom observations, faculty and community input, and other sources. The External Study Team should include parents of students with disabilities, experts in the field of special education, and other special education staff when appropriate.

Curriculum and Instruction, Scheduling and Grouping, Technology

- Since the model does not require specific curriculum or instructional strategies, teachers should receive training on research-based instructional strategies that help students with disabilities access the general education curriculum, such as mnemonics, graphic organizers, concrete-representational-abstract (CRA), differentiated instruction, and computer-assisted instruction (Access Center).

- Since OTE II does not provide specific guidance on grouping, schools should work toward including all students in the general education classroom and should encourage practices such as peer tutoring and differentiated instruction (Access Center).

- OTE II does not address technology, but encourages the School Leadership Team to address the role of technology. This team should consider the use of assistive technology for students with disabilities.

Monitoring Student Progress and Performance

- The model places a strong emphasis on the use of data-based decision-making to shape implementation. The School Leadership Team and the External Study Team should review the resources provided by the National Center on Student Progress Monitoring in order to focus the use of data.

Family and Community Involvement

- Schools should ensure that parents of students with disabilities are included in all five strategies (school leadership team, goal setting, model implementation, home-based involvement, and volunteering).

Professional Development & Technical Assistance

- OTE II offers a formal professional development and technical assistance plan to all schools both prior to and during implementation of the model, including professional development workshops for teachers and administrators. The professional development workshops cover a wide range of areas to help make the necessary decisions for change. Workshop titles include Focusing on School Improvement Goals, Aligning and Mapping the School Curriculum, Deciding on Best Practices, Assessing Current Practices, Developing an Implementation Plan, and Preparing New Leaders. Schools should inquire about incorporating strategies for students with disabilities into these training sessions, including assessment, instructional, and learning strategies.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- Center on Implementing Technology in Education (CITEd)
- National Center for Technology Innovation (NCTI)
- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- The Family Center on Technology and Disability (FCTD)
- The National Center on Student Progress Monitoring (NCSPM)

Model Name: School Development Program (SDP)

Description and Model Mission

The mission of SDP is to mobilize schools and communities to support children's healthy development, resulting in academic success, an improved school climate, and increased contributions to civic life.

In 1968, a team of professionals led by Dr. James P. Comer, professor of Child Psychiatry at the Yale University School of Medicine, provided intervention services to two low-performing elementary schools. This original work eventually led to the approach known today as the Comer Process.

The Comer Process equips teachers, administrators, and communities to support child development through systems of organization and management. Principles of child and adolescent development provide the foundation for the Comer Process. According to Comer, healthy child and adolescent development is a progression along six developmental pathways: physical, cognitive, psychological, language, social, and ethical. The Comer Process requires schools, with the help of parents, teachers, and administrators, to create learning environments that foster maturation along all six pathways. The School Development Program (SDP) incorporates the Comer Process into a comprehensive school reform model.

SDP offers a structure and process for mobilizing teachers, administrators, and community members to support children's maturation along the developmental pathways. The model indicates that there are three assumptions that provide the foundation for model implementation including:

- The model expects all students to meet high standards and, therefore, students are not labeled or tracked.
- All students, regardless of their level of academic achievement, are entitled to opportunities for development.
- Teachers and administrators cannot provide developmental support alone. SDP encourages schools to partner with parents and community members who can provide additional support and resources.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, although all of the studies that met CSRQ Center standards included samples that represented disadvantaged student populations, none of the studies reported results disaggregated by diverse subgroups. Therefore the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- SDP requires each school district to appoint a district SDP Facilitator, who guides the day-to-day implementation of the Comer Process in schools, trains school staff members, and provides consultation to school management teams. School districts should ensure that the SDP facilitator communicates regularly with special education staff members at both the school and district level.

- The model requires schools to replace traditional organization and governance strategies with the SDP operating system. The operating system consists of three structures: the School Planning and Management Team, the Student and Staff Support Team, and the Parent Team. Schools should ensure that special education staff, paraeducators, specialized personnel, school counselors and parents of students with disabilities are included in the SDP operating system.

- The School Planning and Management Team is expected to compose a comprehensive school plan that outlines curriculum, instruction, and assessment activities and goals for reforming school climate. The comprehensive school plan should include specific references to access to the general education curriculum for all students and include appropriate instructional strategies, assessment strategies, modifications and accommodations for students with disabilities.

Curriculum and Instruction

- SDP encourages schools to adopt the Essentials of Literacy Process for students reading significantly below grade level. The process requires schools to create literacy-rich classrooms where students receive individual and peer-assisted instruction (Access Center).

- SDP encourages schools to adopt Teachers Helping Teachers. The process has three components: training, group dialogue, and partnership. Initially, SDP consultants train teachers during a two-day workshop on instructional models, peer dialogue, and best practices. SDP provides teachers with training manuals and follow-up consultation. Following the workshop, teachers form teams to maintain dialogue about their teaching strategies and the instructional models covered during the workshop. The process ends with an intensive partnership between two teachers, who talk about classroom experiences and observe each other's teaching styles. Schools should ensure that general and special education teachers work collaboratively in the Teachers Helping Teachers Program. This program may be a starting point for developing a co-teaching initiative in a school or district.

Family and Community Involvement

- The model provides a three-level approach to parental involvement. Level 1 requires parents to participate in general information-sharing activities including parent conferences and fundraising activities. Level 2 requires parental

involvement in the day-to-day activities at the school, including chaperoning field trips, assisting in the library, and tutoring students. Level 3 is limited to parents who serve on the School Planning and Management Team. Schools should ensure that parents of students with disabilities are encouraged to participate at all three levels.

Professional Development & Technical Assistance

- In addition to training sessions on the Comer Process, SDP provides consultation services at the district and school level. SDP staff members offer onsite coaching for the three school teams as well as phone and e-mail consultation to school and district administrators. Through consultation and the work of the SDP operating system, schools can create effective lines of communication between special and general educators.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- The Access Center: Improving Access for All Students K–8 (Access Center)
- The Technical Assistance ALLIANCE for Parent Centers (TA Alliance)

Model Name: School Renaissance

Description and Model Mission

The mission of School Renaissance is to help educators make data-based decisions in order to meet the needs of diverse learners. Renaissance Learning is the service provider for School Renaissance. School Renaissance is a comprehensive school reform model that includes the Renaissance Place platform on which all software runs; as well as Reading, Math, and Writing Renaissance software packages; professional development opportunities; organization and management solutions; technical assistance; strategies for parental involvement; and a plan for annual evaluation.

The School Renaissance model seeks to reform instructional practices and school management by increasing data-based decision-making. Seven principles provide the theoretical basis of the School Renaissance model:

1. Students need adequate time for personalized instruction and practice.
2. Instruction and practice should be developmentally appropriate for students.
3. Students need immediate feedback on their learning and performance.
4. Teachers and principals should set achievable goals for students and monitor progress towards meeting these goals.
5. Technology makes it easy to provide information to teachers to guide instruction.
6. All technology and curriculum should be driven by scientifically based research.
7. Every student and teacher can achieve measurable success with all curricula and standards.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models,* in the studies that met CSRQ Center Standards, there were no studies that examined the achievement of diverse student populations. Therefore, the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

Organization and Governance

- Renaissance Learning encourages schools to complete the North Central Regional Educational Laboratory's *Making Good Choices* needs assessment prior to selecting the model. The needs assessment encourages schools to include multiple perspectives, such as those of parents, administrators, and teachers. Schools should ensure that special education staff and parents of students with disabilities are included in the process of determining needs and developing a plan for implementation.

- Renaissance Learning requires schools to appoint a model coordinator and to create a leadership team who work together to monitor day-to-day implementation of the model. Schools should ensure that special education staff members are included on the school leadership team and that the Renaissance Coordinator coaches and mentors these staff.

Curriculum and Instruction

- School Renaissance does not require schools to adopt certain curricular programs. The model assumes that schools have curricula for reading, writing, math, science and social studies. However, the model does include supplemental programs for reading, math and writing known as Reading, Math, and Writing Renaissance. These programs include progress monitoring software, professional development tools, consulting services, and implementation materials. Reading Renaissance includes progress monitoring tools known as STAR Reading and STAR Early Literacy. Educators can learn how these tools can be used for students with disabilities (National Center on Student Progress Monitoring).

Scheduling and Grouping

- School Renaissance requires teachers to increase the amount of time students spend on personalized practice. For students with disabilities, teachers may need to teach students learning strategies in order to make this personalized practice effective. Specific learning strategies may include graphic organizers, mnemonics, and study skills.

Technology

- School Renaissance requires the use of technology for personalized instruction through software packages that manage student reading lists, assess comprehension, and provide math practice. Schools should ensure that all software packages meet the physical and learning needs of students with disabilities.

Monitoring Student Progress and Performance

- School Renaissance includes curriculum-based assessments that assess students' mastery of reading and math objectives on a daily basis. Schools should provide additional information and training on curriculum-based measurement.

- The model tracks student achievement data from daily quizzes, monthly assessments, and state assessments for school administrators. To ensure that students with disabilities are included in these assessments, building leaders can be encouraged to examine special education data including exit and graduation data, and to specifically disaggregate test score data by subgroup.

Family and Community Involvement

- School Renaissance provides student progress reports to parents on a regular basis. Schools should ensure that this communication includes outreach to parents of students with disabilities.

- Schools should ensure that parents of students with disabilities are included on the school leadership team.

Professional Development & Technical Assistance

- Renaissance Learning provides seminars to teachers and administrators on Reading, Math, and Writing Renaissance, classroom management, and assessment. Schools should ensure that this training teaches both general and special educators how to use these supplemental programs to track the progress of students with disabilities and to use data to inform instruction.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- Center on Implementing Technology in Education (CITEd)
- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- The National Center on Student Progress Monitoring (NCSPM)
- The North Central Regional Educational Laboratory (NCREL)

Model Name: Success for All (SFA)

Description and Model Mission

According to SFA, its mission is to help all students (especially those that are disadvantaged and at risk) to achieve at the highest possible levels. The foundation helps schools identify and implement a set of strategies and instructional programs that support every child, with additional supports for students not making adequate progress.

The SFA Foundation is founded on a set of core beliefs:

- all children can learn
- schools can make a difference
- family and community involvement is essential
- research needs to guide the use of solutions
- all educators need to work relentlessly to help children

According to SFA, programs are designed to provide teachers and schools with a proven set of instructional practices, procedures, materials, understandings, and assessments. The instructional practices and procedures focus on cooperative learning and aligned professional development and materials.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, one study examined the effect of SFA on special education students attending rural, primarily low-income schools. Though there were no significant differences between SFA and comparison students on the Durrell Oral Reading Test, the SFA students scored higher on three subtests of the WRMT (Word Identification, Word Attack, and Passage Comprehension, with an average effect size of +0.98). Therefore, with just one study reporting a mix of results, the rating for this student population (students with disabilities) is limited.

Strategies that Address the Needs of Students with Disabilities

<u>Organization and Governance</u>

- Prior to implementation, SFA encourages schools interested in implementing the model to visit model SFA schools. During school visits, administrators should be attentive to strategies the school uses to serve students with disabilities and if these students are included in the general education classroom.

- SFA requires schools to apply to the foundation and demonstrate an understanding of the components of the model, have adequate resources to implement the model, and agree to a commitment to implement the model with fidelity. There is an 80% buy-in requirement for school staff. Schools should ensure that the opinions of special education staff are considered when selecting the model and committing to the model's implementation.

- SFA requires each school to designate an individual as the school-based SFA facilitator who leads the day-to-day implementation. Ideally the SFA facilitator would have a general knowledge of special education issues and would work collaboratively with special education teachers when providing professional development and coaching services.

- SFA requires each school to develop a school improvement team, comprised of the principal, the SFA facilitator, and representatives of teachers and parents, to support the implementation process. Schools should ensure that special education staff members and parents of students with disabilities are included on the school improvement team.

Curriculum and Instruction

- The SFA model requires specific curricula for reading, writing, and math, and requires optional curricula for science and social studies. While fidelity to the model is critical for success, schools should consider subject-specific instructional and learning strategies that may help students with disabilities access these curricula. Schools should complement SFA resources with materials that provide information on instructional and learning strategies in the areas of reading, writing, math, and science (Access Center).

- Each SFA lesson is organized around a cycle of instruction. Within this framework, teachers may use slightly different terminology depending on the subject; however, the following procedures are always included:

  - Teach—Teacher employs questioning and modeling to prepare students for learning.

  - Team—Students work in teams as teacher circulates and monitors learning.

  - Test—Teacher formally and/or informally assesses student understanding.

  - Team Recognition—Teacher recognizes teams for individual academic contributions of students and team cooperation.

Scheduling and Grouping

- SFA requires homogenous grouping of students across and within grades for reading instruction, and encourages teachers to use progress-monitoring assessments to group and regroup students. Schools should provide training on progress-monitoring strategies that can guide instructional and grouping decisions.

- SFA supports inclusion and believes in “never streaming,” which means students are provided the proper instructional support before they fall behind.

- Teachers should ensure that grouping and classroom management strategies are appropriate for students with disabilities. When arranging a classroom for

cooperative learning, teachers should consider a student's learning profile. This includes learning style (*visual, auditory, tactile, or kinesthetic learner*), as well as preferences for environment (*such as level of distraction, exposure to light or noise*).

Technology

- SFA recommends that schools use software, "Alfie's Alley," with reading interventions to support students with special needs. Teachers should receive additional information on computer-aided instruction (CAI) as a strategy for students with disabilities.

Family and Community Involvement

- SFA schools are required to establish a Family Support Team and develop a focused program of family support. The team is responsible for organizing resources to ensure that all students are successful through establishing a strong link between the school and home. Educators can ensure that parents of students with disabilities are included on the Family Support Team and that resources developed by this team are useful for students with disabilities.

Professional Development & Technical Assistance

- SFA provides teachers and specialized personnel with three days of training prior to implementation and principals and school leaders with five days of initial training. SFA consultants provide the equivalent of 24 days to an average size school of 500 students to deliver workshops or to provide onsite technical assistance. The consultants visit the school for four days of onsite training to support each school in the development of the Family Support Team. It is important for SFA consultants to be attuned to the needs of students with disabilities and to provide focused technical assistance to special education teachers.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- The National Center on Student Progress Monitoring (NCSPM)

Model Name: Ventures Initiative and Focus System (VIFS)

Description and Model Mission

The mission of VIFS is to provide comprehensive professional development in order for teachers to help students develop higher-level thinking skills. It does not promote a specific curriculum but rather, helps teachers integrate strategies into a pre-existing curriculum.

According to the model provider, the model provides comprehensive professional development that helps teachers move away from traditional lecture-oriented classrooms that focus on passive listening and rote memorization. Through the VIFS model, teachers learn to help students gather information from multiple sources, understand general concepts and principles, and connect ideas across curricular areas. These instructional methods are designed to create classrooms in which students are active and independent learners who understand and master ways to process and synthesize information.

The model has five goals:

1. Establish communication patterns for teachers and students that include active listening, collaborative work, and precise use of words through common terminology.

2. Change the way that teachers respond to students' answers. Teachers learn to ask students to describe the thinking processes they used to arrive at an answer.

3. Develop students' literacy skills in the early years through a focus on phonemic awareness, phonics instruction, reading comprehension, fluency, and language-based fluency.

4. Focus on integrating interdisciplinary projects into a school's existing curricula.

5. Integrate the teaching methodologies of the model into curricula aligned with local, state, and national academic standards.

Evidence of Positive Effects for Diverse Student Populations

Based on the analysis undertaken by the CSRQ Center in the *CSRQ Center Report on Elementary School Comprehensive School Reform Models*, the one study that met CSRQ Center standards did not examine the impact of this model on the achievement of diverse student populations. Therefore, the rating in this category is no rating.

Strategies that Address the Needs of Students with Disabilities

<u>Organization and Governance</u>

- The model provider, Ventures Education Systems Corporation (VESC), works with each school to develop a customized plan for reform. A VESC trainer, the school principal and an administrative team collaboratively determine the school's professional development needs, ranging from parental involvement to

instructional methodologies, and then plan the logistics of staff development sessions. Special education staff should be included in this initial strategic planning process and should help determine areas that need reform and the scope of services that will be offered in each area.

Curriculum and Instruction

- VIFS does not require a specific curriculum but focuses on providing teachers with instructional methods through staff development workshops intended to enhance instruction in all subject areas.

- VIFS provides guidance on creating individual education plans and implementing the appropriate interventions and accommodations. Since many students with disabilities are included in the general education classroom, it is important for both the general and special education teacher to have an understanding of each student's individual education plan and the appropriate accommodations.

- VIFS recommends that teachers adopt paired problem solving, a technique that teachers apply to help students engage in active listening and collaborate on group projects. To enhance this recommended instructional strategy, schools should provide information and training on peer tutoring, an instructional strategy that consists of student partnerships, linking high-achieving students with lower-achieving students for structured reading and math problem-solving. Peer tutoring is an economically and educationally effective intervention for persons with disabilities that can benefit both the tutor and tutee, socially and educationally by motivating them to learn.

- While VIFS professional development materials encourage teachers to adopt differentiation, schools should ensure that all students, including those with disabilities, have access to the same curriculum through differentiation. Differentiated instruction allows all students (including those with disabilities) to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs (Access Center).

Technology

- VIFS encourages teachers to use technology to organize content and represent content in graphic formats. The model offers four hands-on workshops that are designed to help schools integrate the use of computer technology into the model's teaching methodologies. If computer assisted instruction (CAI) and assistive technology for students with disabilities are not included in these training sessions, schools should consider materials from technical assistance centers such as the Center for Implementing Technology in Education (CITEd) and Center for Applied Special Technology (CAST).

Monitoring Student Progress and Performance

- The use of assessment data to monitor student progress is integral to VIFS. In addition to learning item analysis to compare students' standardized test scores

against national standards, teachers learn to use rubrics and student self-assessment to determine students' strengths and weaknesses and to guide instruction. Rubrics and student self-assessment are useful assessment strategies when implementing differentiation. The Access Center and The National Center on Student Progress Monitoring provide in-depth information on using the appropriate assessment tools when differentiating instruction.

Family and Community Involvement

- Schools should ensure that parents of children with disabilities are invited to seminars on the model and its instructional strategies and that at-home practice activities provided during these seminars are useful for parents of students with disabilities.

Professional Development and Technical Assistance

- VESC provides each school with a customized plan for professional development that includes onsite workshops, demonstration of instructional strategies and skills in the classroom, facilitation of grade level or content team meetings, and assistance in lesson planning. Since VESC allows schools to help develop this professional development plan, teachers and administrators should request guidance on co-teaching strategies for general and special education teachers, assistance with co-planning, and training on instructional and learning strategies that help students with disabilities access the general education curriculum.

Related Resources

The following resources are most directly related to the components of this model. For complete descriptions of these resources, please see the *Related Resources* section at the end of this guide.

- Center for Applied Special Technology (CAST)
- Family Education Network
- The Access Center: Improving Outcomes for All Students K–8 (Access Center)
- The Center for Implementing Technology in Education (CITEd)
- The National Center on Student Progress Monitoring (NCSPM)

Conclusion

In December 2001, there were over 5,800,000 students in the 6–21 age group that received services under the Individuals with Disabilities Education Act (Twenty-fifth Annual Report, 2005). For these students, there is a legislative impetus (IDEA 97 & IDEA 04) for educational services to be delivered in the least restrictive environment (LRE), which typically places students with disabilities in general education classrooms. Hence, educators at all levels need to be equipped to address the educational needs of a broad range of learners, including those with cognitive, emotional, or physical disabilities.

School reform and improvement models offer educators opportunities to implement whole school improvement initiatives that can address the needs of students with disabilities. In this guide, the features of 22 comprehensive school reform models, reviewed in the CSRQ Center Elementary Report, were described regarding the strategies that they offer to ensure the active participation and engagement of students with disabilities. Where appropriate, the guide offers suggestions and related resources to educators to complement the resources that model developers offer.

We hope that this reference can help educators make improved decisions about the applicability of a particular model to meet the needs of students with disabilities. Our further hope is that model developers will continue to consider the suggestions offered in this guide, as a way to continuously improve their models to respond to the diverse range of learners. Undeniably, school reform and improvement models can have an impact on all students, regardless of disability status, and educators play a key role in facilitating this impact.

For questions and suggestions about this guide, please send your thoughts to csrq@air.org.

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Related Resources

Center for Applied Special Technology (CAST)

CAST is a leader in curricular adaptation and the Universal Design for Learning concept. CAST has developed versatile, digital curricular materials, educational software, on-line publications, and other Web-based tools to promote the use of technology to make curricula accessible to students with disabilities.

www.cast.org

Family Education Network Teacher Vision

TeacherVision is a site for online tools and resources that save time and make learning fun. Resources include a variety of lesson plans, free email newsletters and literature tie-ins, quizzes, and printables to help teachers easily enhance learning and incorporate technology into their classrooms.

http://www.teachervision.fen.com/

Federal Resource Center for Special Education (FRC)

The FRC supports a **nationwide technical assistance network** to respond to the needs of students with disabilities, especially students from under-represented populations. Through its work with the RRCs and the technical assistance networks, the FRC provides a national perspective for establishing technical assistance activities within and across regions by identifying and synthesizing emerging issues and trends.

http://www.dssc.org/frc/about.htm

IRIS Center for Faculty Enhancement (IRIS)

The IRIS Center for Faculty Enhancement was designed in response to a request from the U.S. Department of Education's Office of Special Education Programs. This national effort, serving college faculty working in pre-service preparation programs, aims to ensure that general education teachers, school administrators, school nurses, and school counselors are well prepared to work with students who have disabilities and with their families.

http://iris.peabody.vanderbilt.edu/

Job Accommodation Network (JAN)

JAN is a service of the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor. JAN's mission is to facilitate the employment and retention of workers with disabilities by providing employers, employment providers, people with disabilities, their family members and other interested parties with information on job accommodations, self-employment and small business opportunities and related subjects.

http://www.jan.wvu.edu/

Just for the Kids

Just for the Kids began working with educators in 1995 to gauge the academic success of public schools and to identify promising strategies in high-performing schools. Great teachers and principals look for practical ideas on how to improve their students' academic performance and many of them use the information provided by Just for the Kids to locate strategies, tools, and advice that have proven successful.

www.just4kids.org

LD Online

LD OnLine is a national educational service of public television station WETA in Washington, D.C. It is operated in association with the Coordinated Campaign for Learning Disabilities. LD OnLine offers online services and produces video programs dedicated to improving the lives of children and adults with learning disabilities and ADHD.

www.ldonline.org

National Center for Special Education Accountability Monitoring (NCSEAM)

NCSEAM, also known as the National Monitoring Center, is federally funded by the Office of Special Education Programs (OSEP) of the U.S. Department of Education to assist states, local agencies, and OSEP in the implementation of focused monitoring and evidenced-based decision-making about compliance with federal law so that improved results are achieved for children with disabilities and their families. NCSEAM is housed at the Human Development Center at Louisiana State University Health Sciences Center, New Orleans.

http://www.monitoringcenter.lsuhsc.edu/

National Center for Technology Innovation (NCTI)

NCTI, funded by the U.S. Office of Special Education Programs (OSEP), advances learning opportunities for individuals with disabilities by fostering technology innovation. The center seeks to broaden and enrich the field by providing resources and promoting partnerships for the development of tools and applications by developers, manufacturers, producers, publishers and researchers.

http://www.nationaltechcenter.org

National Organization on Disability (NOD)

NOD has the following mission: to expand the participation and contribution of America's 54 million men, women, and children with disabilities by raising awareness through programs and information.

http://www.nod.org/

National Resource Center for Paraprofessionals (NRCP)

The mission is to address policy questions and other needs of the field, provide technical assistance and share information about policy questions, management practices, regulatory procedures, and training models that will enable administrators and staff-developers to improve the recruitment, deployment, supervision, and career development of paraprofessionals.

http://www.nrcpara.org/

NIMAS Development and Technical Assistance Centers

The U.S. Department of Education's Office of Special Education Programs has awarded CAST two five-year Cooperative Agreements to establish two national centers to further develop and implement the **National Instructional Materials Accessibility Standard (NIMAS)**. The NIMAS guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted to accessible formats, including braille and text-to-speech.

The NIMAS Development Center will improve the original standard by identifying new research and technological advances relevant to the standard. The Center will also explore existing and new distribution models for the provision of accessible materials to students with disabilities.

The NIMAS Technical Assistance Center will work with key stakeholders such as states, school boards, and publishers to raise awareness of the benefits of accessible materials. It will also advise stakeholders on the efficient production and distribution of NIMAS-compliant materials.

http://nimas.cast.org/

Office of Special Education Programs (OSEP)

OSEP is the office within the U.S. Department of Education that is responsible for improving results for infants, toddlers, children and youth with disabilities ages birth through 21.

http://www.ed.gov/about/offices/list/osers/osep/index.html

Reading Rockets

This national multimedia project is multifaceted and includes an extensive Web site about how children learn to read and why so many struggle, a mentoring project, and a teleconference series for teacher professional development.

www.readingrockets.org

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

AAHPERD is the largest organization of professionals supporting and assisting those involved in physical education, leisure, fitness, dance, health promotion, and education and all specialties related to achieving a healthy lifestyle.

http://www.aahperd.org/aahperd/template.cfm

The Access Center: Improving Outcomes for All Students K–8 (Access Center)

The Access Center is a national technical assistance (TA) center funded by the U.S. Department of Education's Office of Special Education Programs. The mission of the Access Center is to improve educational outcomes for elementary and middle school students with disabilities by building the capacity of TA systems, States, districts, and schools, to help students with disabilities learn from the general education curriculum.

http://www.k8accesscenter.org/

The Arc

The Arc is the national organization of and for people with mental retardation and related developmental disabilities and their families. It is devoted to promoting and improving supports and services for people with mental retardation and their families. The association also fosters research and education regarding the prevention of mental retardation in infants and young children.

www.thearc.org

The Center for Implementing Technology in Education (CITEd)

CITEd supports state and local education agencies in developing systems that effectively integrate instructional technology so that all students achieve high educational standards. CITEd provides this support through innovative professional development, technical assistance, communities of practice, and web-based resources.

http://www.citeducation.org/about.asp

The Family Center on Technology and Disability (FCTD)

FCTD is a resource designed to support organizations and programs that work with families of children and youth with disabilities. The center offers a range of information and services on the subject of assistive technologies for organizations, parents, and educators.

http://www.fctd.info/

The National Center on Accessing the General Curriculum (NCAC)

This center was established by the Center for Applied Special Technology (CAST) to provide the leadership, vision, and expertise required to improve access to the general education curriculum for students with disabilities through universal design for learning.

http://dev.cast.org/castweb/udl/TheNationalCenteronAccessingtheGeneralCurriculum170.cfm

The National Center on Secondary Education and Transition (NCSET)

NCSET coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.

http://ncset.org/

The National Center on Student Progress Monitoring (NCSPM)

This national technical assistance and dissemination center dedicated to the implementation of scientifically-based student progress monitoring. The Center's mission is to provide technical assistance to states and districts and disseminate information about progress monitoring practices proven to work in different academic content areas (Gr. K–5).

http://www.studentprogress.org/

The North Central Regional Educational Laboratory (NCREL®)

The NCREL is one of the 10 regional educational laboratories funded by the U.S. Department of Education, and its work is conducted by Learning Point Associates. As a member of the Regional Educational Laboratory Network, NCREL is dedicated to providing

high-quality, research-based resources to educators and policymakers in the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.

The Technical Assistance ALLIANCE for Parent Centers (TA Alliance)

This center supports a unified technical assistance system for the purpose of developing, assisting and coordinating Parent Training and Information Projects and Community Parent Resource Centers under the Individuals with Disabilities Education Act (IDEA).

http://www.taalliance.org/index.htm

The University of Kansas Center for Research on Learning

The University of Kansas Center for Research on Learning believes that no child or adolescent can be left behind in the quest for literacy, equal opportunity, and a future with promise. The center developed the Strategic Instruction Model (SIM), a comprehensive approach to adolescent literacy that addresses the need of students to be able to read and understand large volumes of complex reading materials as well as to be able to express themselves effectively in writing.

http://www.ku-crl.org/

United Cerebral Palsy (UCP)

For more than 55 years, United Cerebral Palsy (UCP) has been committed to change and progress for persons with disabilities. The national organization and its nationwide network of affiliates strive to ensure the inclusion of persons with disabilities in every facet of society—from the Web to the workplace, from the classroom to the community. As one of the largest health charities in America, the mission of United Cerebral Palsy is to advance the independence, productivity and full citizenship of people with disabilities through an affiliate network.

www.ucp.org

Vaughn Gross Center for Reading and Language Arts

Dedicated to scientifically based reading research, the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin provides leadership to state and national educators in the implementation of effective reading instructional practices through research and professional development. Formerly known as The University of Texas Center for Reading and Language Arts, the Center was recently renamed.

On The University of Texas at Austin campus, the Vaughn Gross Center was created in 1996 with funding from the Texas Education Agency to support the Texas Student Success Initiative. Center projects focused on enhancing the knowledge, skills, and

practices of Texas educators in implementing the state curriculum standards—the Texas Essential Knowledge and Skills—in reading and language arts.

www.texasreading.org

Very Special Arts (VSA)

VSA is an international nonprofit organization founded in 1974 by Ambassador Jean Kennedy Smith to create a society where all people with disabilities learn through, participate in and enjoy the arts. VSA provides educators, parents, and artists with resources and the tools to support arts programming in schools and communities. VSA showcases the accomplishments of artists with disabilities and promotes increased access to the arts for people with disabilities. Each year millions of people participate in VSA programs through a nationwide network of affiliates and in more than 60 countries around the world. VSA is an affiliate of The John F. Kennedy Center for the Performing Arts.

www.vsarts.org

Appendix A
CSRQ Center's Report on Elementary CSR Models: Methodology

QRT Part 1: Qualitative Data Collection Phase

QRT Part 1 is the qualitative data collection phase. It includes guidelines for conversations with model directors and school principals and for the collecting of artifacts from CSR models and schools and additional information about the CSR model from publicly available resources (Bogdan & Biklen, 1998; Creswell, 1994, 1998).

QRT Part 1, including the guidelines for phone conversations, conversation questions, and artifact lists, was pilot-tested with one of the CSR model providers in the sample. Based on feedback from the pilot conversations, researchers at the CSRQ Center modified the qualitative data collection process. An experienced and trained qualitative researcher at the American Institutes for Research (AIR) provided training on information gathering techniques, coding artifacts, and synthesizing qualitative data to develop a complete description of each CSR model in the sample. The qualitative researchers met weekly to ensure consistency across the qualitative data collection efforts.

For QRT Part 1, qualitative researchers performed four main steps:

1. **Complete an initial description of the CSR model description by using a standardized form.** The CSRQ Center developed the Model Description Form, a comprehensive survey instrument for compiling existing information about a CSR model, including mission, history, market share, costs to the school, and design of each of the CSR components as outlined by the U.S. Department of Education. For example, researchers gathered information about the CSR model's organization and governance, such as how the CSR model provides site-based autonomy, whether additional personnel are needed, and whether the CSR model requires changes to the structure of the school. For questions about professional development, researchers gathered information about which school personnel are required to attend professional development; what types of professional development are offered prior to, during, and after implementation; and what strategies are available to help a school build capacity to provide its own professional development. In all, researchers gathered information about the CSR model's organization and governance, professional development, technical assistance, curriculum, instruction, inclusion, technology, time and scheduling, instructional grouping, student assessment, data-based decision-making, and parent, family, and community involvement. The researchers also requested benchmarks and explicit citations that link the model's design to a research base. The researchers completed this survey using the CSR model provider's Web site and other publicly available information.

2. **Conduct a phone conversation with the provider of the CSR model to verify previously gathered information.** Conversations were structured around the Model Description Form (completed in step 1). On average, phone conversations lasted 90 minutes.

3. **Conduct phone conversations with three school principals who use the CSR model.** The conversations verified information gathered in steps 1 and 2. Schools were randomly selected from a list provided by the CSR model's provider or through the Southwest Education Development Laboratory CSR Award database (http://www.sedl.org/csr/awards.html). The conversations were guided by the Model Description Form.

4. **Complete a final description of the CSR model by using a standardized form.** The Model Description Form-Complete synthesized all sources of qualitative data gathered, such as the conversations with the model's provider and the three school principals and artifacts collected from the CSR model provider or schools. The Model Description Form-Complete was checked for quality control twice to ensure that each item had 100% agreement between the two qualitative researchers. This form was then used to organize the data through the identification of core components. Core components are considered essential to the successful implementation of the model according to the CSRQ Center's standards.

QRT Part 2: Quantitative Data Collection Phase

QRT Part 2 is the quantitative data collection phase. Using systematic review methods (Borman et al., 2002; Lipsey & Wilson, 2001), QRT Part 2 includes protocols to conduct systematic literature reviews and to code research studies for statistical and causal validity information.

QRT Part 2, including the protocols for literature reviews and coding instruments, was pilot-tested using the same CSR model provider from the qualitative data collection efforts (QRT Part 1). Based on feedback from the pilot test, the process for conducting the literature review was improved and the coding instruments were refined. An experienced and trained quantitative researcher at AIR conducted training on how to use the coding instruments to ensure consistency in the data collection. The training included a presentation of the definitions of different research designs, causal validity issues, and background information on effect size calculations.

For QRT Part 2, quantitative researchers completed five main steps:

1. **Conduct a thorough literature search.** For each CSR model, quantitative researchers searched educational databases (e.g., JSTOR, ERIC, EBSCO, Psychinfo, Sociofile, NWREL, DAI (see references)), Web-based repositories (e.g., Google, Yahoo, Google Scholar), and two previous studies on comprehensive school reform (Herman et al., 1999; Borman et al., 2002). From these sources, quantitative researchers screened for *initial relevance* nearly 800 article abstracts or summaries across the 22 models in the sample. To pass the initial screen, the sources had to meet several criteria: be published or distributed between 1980 and April 2005, examine at least one of the CSR models being investigated, use quantitative methods, and be reported as a full-text research paper (i.e., not a PowerPoint presentation or executive summary). From these articles, researchers identified 407 studies to code. Of those, 360 were retrievable and available for coding.

2. **Complete a Study Description Outcome Form (SDOF), the first standardized coding sheet.** The CSRQ Center's quantitative researchers used the SDOF to code and document each source's research design, outcome variables, and demographic information. The Center assigned a lead and secondary coder for each source. The SDOF was completed by the lead coder. Then, the secondary coder verified all the information for 100% agreement. At this stage of coding, the primary focus was to screen each source for a reliable research design. Studies that *were not eligible for full review* were often evaluations of implementation theories supporting the CSR model with no quantitative data on outcomes, or they used research designs that were not sufficiently rigorous (e.g., one-group pretest-posttest research designs). Research designs that passed this stage included experimental designs and quasi-experimental research designs with both pre- and posttests that evaluated the CSR model with a control group (Cook & Campbell, 1979; Shadish, Cook, & Campbell, 2002) and longitudinal and cohort designs with multiple testing periods. Studies with research designs that passed this screen and included student achievement outcomes became eligible for full review. A total of 117 studies passed this step and were eligible for full coding in step 3.

3. **Complete the Quality Indicators Form (QLIF), the second standardized coding sheet.** Researchers used the QLIF to code studies that appeared to use rigorous research designs. The QLIF served two purposes: it examined the quality of the research and gathered statistical information. Researchers examined the quality of the research, such as the internal and external validity, face and psychometric validity of the outcome measures, and other quality indicators (Herman et al., 1999). Coders also collected statistical information, such as effect sizes reported by the authors or raw statistical information. For each study that was relevant for full review, two quantitative researchers independently coded one QLIF for each achievement outcome in a study.

4. **Reconcile the two QLIF coding sheets to attain 100% agreement on each coded item.** If the two quantitative researchers could not reach a consensus, a review coordinator reviewed the coding sheets to facilitate reconciliation. After the reconciliation process, a final QLIF reflected the 100% agreement.

5. **Rate each article on an overall causal validity score.** The final step was to systematically map the information from the final QLIF (the reconciled version) based on a set of rubrics designed to score each study for its causal validity (Shadish et al., 2002) as *inconclusive*, *suggestive*, or *conclusive*. Studies determined to be suggestive or conclusive met CSRQ Center standards for rigor of research design.

   A study was inconclusive if it had critical threats to validity, such as using testing instruments with poor face validity and reliability, insufficient program fidelity, nonequivalence of treatment/control groups, lack of proper baseline, and/or timing of outcome measures (less than one school year after CSR model implementation or less than one academic year elapsed between pretest and posttest). Noncritical threats to validity included historical events,

disruption/novelty effects, instrumentation changes, maturation, selection bias, and statistical regression (Shadish et al., 2002).

Suggestive studies had zero critical threats but more than two noncritical threats. Studies without control groups, including longitudinal and cohort research designs, were capped at suggestive, unless the analytic techniques generated higher levels of rigor.[1] Conclusive studies had higher levels of rigor: these studies had experimental and quasi-experimental designs that had zero critical threats to validity and fewer than two noncritical threats to validity. Effect sizes were reported or calculated only from studies that had a conclusive causal validity rating (Cooper, 1998; Light & Pillemer, 1984; Shadish et al., 2002). If the researcher could not calculate an effect size because of missing data, then the researcher conducted one of the following steps: (a) contacted the author for the statistical information needed, (b) imputed missing data, particularly standard deviations and sample size using protocols established in previous meta-analysis (Borman et al., 2002), or (c) chose not to include the study in the synthesis if options a and b were not feasible.

QRT Part 3: Data Analysis Phase

QRT Part 3 synthesizes the qualitative and quantitative data to evaluate each CSR model in five main categories.

1. Evidence of positive effects on student achievement:

    a. Evidence of positive overall effects
    b. Evidence of positive effects for diverse student populations
    c. Evidence of positive effects for specific subject areas

2. Evidence of positive effects on additional outcomes (e.g., student discipline, student attendance, school climate, retention/promotion rates, and teacher satisfaction)

3. Evidence of positive effects on parent, family, and community involvement

4. Evidence of a link between research and the model's design

5. Evidence of services and supports to schools to enable successful implementation:

    a. Evidence of readiness for successful implementation

    b. Evidence of professional development/technical assistance for successful implementation

Category 1 uses the quantitative information gathered in QRT Part 2. For each CSR model in the sample, the quantitative information—including the number of studies coded,

[1] For example, backward-looking interrupted time series designs were considered more rigorous than longitudinal or longitudinal cohort studies that examined trends over time.

the number of studies that were rated as suggestive and conclusive, the percentage of findings in the suggestive and conclusive sources that demonstrated a positive impact, and the average effect size of those significant findings—was mapped onto rubrics to determine if the model should receive a very strong, moderately strong, moderate, limited, zero, or no rating for effects on student achievement. Quantitative researchers systematically aggregated results according to the QRT 3 rubric for the overall effect by grade, subject (reading, writing, math, science, and social studies), and diverse student populations (e.g., high poverty, minority, learning disabled and other special needs, and urban and rural students).

Category 2 evaluates the positive effects of each CSR model on additional outcomes, and Category 3 evaluates the evidence of positive effects of each CSR model on parent, family, and community involvement. Similar to Category 1, quantitative researchers mapped onto rubrics the information about the number of sources (that evaluated these outcome variables), the number of sources that were suggestive and conclusive, the percentage of findings that demonstrated a positive impact, and the average effect size of those positive findings.

In general, the rubrics for the quantitative information for Categories 1–3 are as follows:

- **Very Strong.** If a model had at least 10 studies that met CSRQ Center's standards for rigor of research design with at least 5 rated conclusive (and/or conclusive studies constitute at least 50% of the total studies coded) and 75% or more of the outcomes showed statistically significant positive model effects ($p \leq .05$), with an overall mean model achievement effect size of at least +0.25, then the model received a very strong rating, which is symbolized by a fully shaded circle.

- **Moderately Strong.** If a model had five to nine studies that met CSRQ Center's standards for rigor of research design with at least three rated conclusive (and/or conclusive studies constituted at least 50% of the total studies coded) and 51% to 74% of the outcomes showed statistically significant positive model effects ($p \leq .05$), with an overall mean program achievement effect of ES = +0.20 to +0.24, then the model received a moderately strong rating, which is symbolized by a three-fourths shaded circle.

- **Moderate.** If a model had two to four studies that met CSRQ Center's standards for rigor of research design with at least one rated conclusive (and/or conclusive studies constituted at least 50% of the total studies coded) and 26% to 50% of the outcomes showed statistically significant positive model effects ($p \leq .05$), with an overall mean model achievement effect of ES = +0.15 to +0.19, then the model received a moderate rating, which is symbolized by a half-shaded circle.

- **Limited.** If a model had one study that met CSRQ Center's standards for rigor of research design and 1% to 25% of the outcomes showed positive model effects that were statistically significant ($p \leq .05$), then the model received a limited rating, which is symbolized by a one-fourth shaded circle.

- **Zero.** If a model had zero studies that met CSRQ Center's standards for rigor of research design or 0% of the outcomes in the studies that met CSRQ Center's standards for rigor of research design showed statistically significant positive effects, as required for a limited rating, then the model received a zero rating, which is symbolized by a circle with a horizontal slash.

- **Negative.** If a model had at least 10 studies that met CSRQ Center's standards for rigor of research design with at least 5 rated conclusive (and/or conclusive studies constituted at least 50% of the total studies coded) and 75% of the outcomes showed statistically significant negative model effects ($p \leq .05$), with an overall mean model achievement effect of $ES < 0$, then it received a negative rating, which is symbolized by a circle with a minus sign. This indicates that research suggests the model has detrimental effects. In practice, this review did not find any evidence of detrimental effects for any model.

- **No Rating.** If a model had no studies (i.e., no evidence was available), then the model received a "no rating," which is symbolized by a circle with "NR."