

Northeast Regional Professional Development Center
Summary Case Study
Macon Co. R-I

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Macon County R-I qualified as a SIG district in Fall of 2004 in the area of elementary achievement. (The district began implementing the grant in Fall, 2005) The RPDC special education consultant met with the director of special education to analyze data and determine areas of need. It became apparent that Macon was making progress in the area of reading both in the general population and in the special education population. However, Macon's general education population was making progress in math and their special education population was not making progress and was in fact losing ground each year. The director and the RPDC consultant met with the elementary teachers to discuss possible reasons for this occurrence. The teachers felt certain that there were two reasons we were seeing the lack of progress:

1. Special education students are not exposed to the regular education curriculum-most are served in the resource rooms.
2. Special education teachers were not given the new mathematics materials/curriculum that the general education teachers were given. They basically used old, leftover materials, and felt like their students were not given direct, clear, consistent instruction.

The grant was written based on a three tier model. Special education students would receive math instruction in the regular classroom using a co-teaching model. Curriculum-based measures would be used to monitor the progress of all students in the classroom and small, flexible, intervention groups would be taught in the regular classroom by the general education teacher, the special ed teacher, the title teacher, or the paraprofessional. Additional pull-out for specific skills would be provided by the special education teacher for those special education students that did not make adequate progress based on assessments. Although the SIG grant was originally only written for 4th and 5th grade, a determination was made that all trainings and grant expectations would be extended down to kindergarten the second year, because of the first year success in the intermediate grades.

The RPDC provided numerous trainings and supports for the Macon teachers-both general education and special education-in the areas of co-teaching, curriculum-based measures, and differentiated instruction. Most of these trainings were provided in the summer. Teachers were very receptive to the training and excited to begin the CBM benchmarks in the fall.

This district has done an excellent job with all the changes that have been required. The building principal was very supportive and involved in all trainings. He would not allow logistical problems to interfere with implementation. Teachers were initially concerned with lack of common planning time with co-teachers. He immediately changed the schedule to make sure teachers had weekly common planning time. Kindergarten teachers had more difficulty giving and scoring CBM's because at that level, it had to be given individually instead of whole group. The principal made

sure that a paraprofessional was trained in this area so that she was able to help administer the benchmark assessments.

Macon Co. R-I has only been using this approach for all grades since fall of 06. Teachers are using data to drive instruction in math. The staff was sometimes surprised by the data but continues to be faithful to the process and is hopeful that results will be positive. RPDC special education staff continues to consult in the district approximately twice a month to offer support in the areas of data collection and analysis, co-teaching, and implementation of the three tier model.