

S.P.I.R.E.[®]

EVIDENCE OF EFFECTIVENESS

Alton Community Unit School District No. 11, Alton, Illinois



1. OVERVIEW

In most districts around the country, performance on state tests is a key measure of student progress. The Alton Community Unit School District is no exception. The 2003 Illinois Standards Achievement Test (ISAT) indicated that 89% of Students with Disabilities were not meeting standards on the reading test.

In the Fall of 2003, the Alton Community Unit School District began implementing *S.P.I.R.E.*[®] as a prevention-intervention literacy program for K-2 students in the Students with Disabilities subgroup. Over the next two years *S.P.I.R.E.* was extended to Students with Disabilities in grades 3-8, in addition to the Early Childhood and Mentally Impaired programs.

Data from the 2006 ISAT shows that the Students with Disabilities subgroup has made significant gains in reading. As a result of these gains, three schools made Adequate Yearly Progress (AYP) in 2006.

"Our subgroup of Students with Disabilities is making great progress. This is directly related to the use of the S.P.I.R.E. program. We now have three schools where our students with disabilities are making Adequate Yearly Progress. This is huge news in our district because previously at each of these schools, this Subgroup kept the whole school from being in compliance. Each of these schools had to be reported as 'Schools in Need of Improvement.' Not this year!!"

—Ann McLaughlin
Special Education Literacy Coach



The following data was released to the Alton Community Unit School District by the Illinois State Board of Education and was presented to EPS Literacy and Intervention.

2. DISTRICT PROFILE (2006)

District Enrollment	
Total Enrollment	6480
Schools	11
Title I Schools	10

District Select Populations		
Title	% of District	% of State
Limited English Proficiency	0.0	6.6
Low Income	49.4	40.0
Students with IEPs	21.5	15.4

District Enrollment by Race/Ethnicity		
Race	% of District	% of State
Native American	0.2	0.2
African American	36.2	19.9
Asian	0.8	3.8
Hispanic	1.0	18.7
White	61.8	55.7
Multi-racial/ethnic	0.0	1.8

District Results					
Illinois Standards Achievement Test (ISAT)—Reading					
% of Students at Each Performance Level					
		Academic Warning	Below Standards	Meets Standards	Exceeds Standards
Grade 3	District	11.1	31.7	41.5	15.7
	State	5.7	23.6	47.3	23.4
Grade 4	District	4.1	31.5	47.4	17.0
	State	1.6	25.5	46.6	26.3
Grade 5	District	3.8	39.8	43.8	12.7
	State	1.2	30.4	46.5	22.0
Grade 6	District	1.1	33.6	49.1	16.2
	State	0.4	26.9	53.4	19.4
Grade 7	District	1.3	35.6	55.2	8.0
	State	0.5	27.5	60.0	12.0
Grade 8	District	0.2	24.4	67.3	8.1
	State	0.2	20.6	70.2	9.0

3. INITIAL IMPLEMENTATION

The Alton Community Unit School District Special Education Office began implementation of the *S.P.I.R.E.* reading intervention program in September 2003 for their Students with Disabilities subgroup. All students in this subgroup have an Individualized Education Program (IEP). An IEP is a written plan for a child with a learning disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In school year 2003-2004, *S.P.I.R.E.* was implemented for all K-2 students in this subgroup. In 2004-2005, the program was expanded to include grade 3-6 students in this subgroup. In 2005-2006, the program was further expanded to grade 7-8 students in this subgroup, in addition to students in the Early Childhood and Mentally Impaired programs.

References to students in this report are cited by grade level. All references refer the grade level of students within this Students with Disabilities subgroup.

4. INSTRUCTIONAL MODEL

In September 2003, the *S.P.I.R.E.* Initial Placement Assessment was administered to K-2 students. Results were used to place students into instructional groups. All Kindergarten students were placed in *S.P.I.R.E.* Pre-level 1 *Sounds Sensible*®. Approximately 90% of grade 1-2 students were placed in Level 1 due to an indicated deficit in foundation-level reading skills. New students take the Initial Placement Assessment as they enter the program and are placed within groups by skill.

Instruction is provided by the Special Education teachers in the districts elementary and middle schools. In the elementary schools, students receive instruction in one of two settings.

1. Students in general education classrooms receive daily *S.P.I.R.E.* instruction from a special education resource teacher outside of the classroom.
2. Full-day Special Education Instructional Classrooms comprise 15 students, a special education teacher and an assistant. Students in this setting are divided into groups of 5 students for daily *S.P.I.R.E.* instruction. Students in grades 6-8 work with a special education teacher and assistant during a 90-minute block. The class is divided and each group receives 45 minutes of *S.P.I.R.E.* instruction during the block.

Instructional groups in grades K-6 consist of 5 students, with the exception of several groups which have 6-7 students. K-5 students receive *S.P.I.R.E.* instruction 5 days a week, for one-hour instructional periods. During each instructional period an entire 10-step *S.P.I.R.E.* lesson is conducted. Students in grades 6-8 follow a block schedule; days of instruction-per-week varies depending on the block schedule and instructional needs of students.

5. STUDENT CHARACTERISTICS

Students within the Students with Disabilities subgroup have an Individualized Education Program (IEP). An IEP is a written plan for a child with a learning disability who is eligible to receive special education services under the Individuals with Disabilities Education Act. Within Alton Community Unit School District No. 11, 21.5% of the entire K-12 student population is included in this subgroup.

% of Students with IEPs (2005) By Race/Ethnicity

White	51.1
African American	48.0
Hispanic	0.6
Asian/Pacific Islander	0.3
Native American	0.0

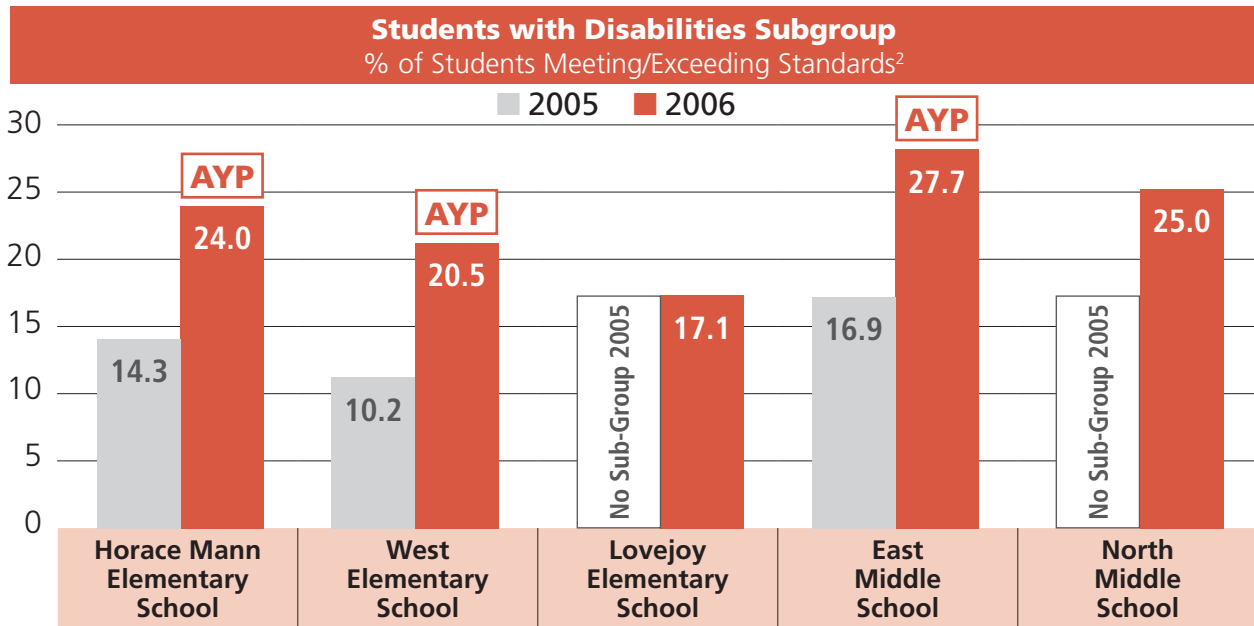
6. ASSESSMENT

The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The ISAT is administered by the Assessment Division of the Illinois State Board of Education to students in grades 3-8. The reading and mathematics assessments were administered in grades 3, 5, and 8 prior to 2006. Starting in 2006, the reading and mathematics assessments are administered in all grades 3-8. The science assessment is administered in grades 4 and 7.

State assessment scores are used to measure adequate yearly progress (AYP) for all public schools. All students' scores are part of the AYP measure, including the Students with Disabilities and Limited English Proficiency subgroups.

Subgroups may meet the 47.5% meeting/exceeding standard through Safe Harbor provisions. Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

2006 ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) - READING¹



Students with Disabilities Subgroup
Students Tested

	Horace Mann Elementary School	West Elementary School	Lovejoy Elementary School	East Middle School	North Middle School	TOTAL
Students Tested	104	108	97	201	122	632
% of Students Tested	100%	100%	100%	97.6%	96.8%	—

1. The ISAT was administered in the 6 District schools with grade 3-8 student populations. Data from the Eunice Smith Elementary School is not available as its Students with Disabilities Subgroup had fewer than 45 students and was not reported by the Illinois State Board of Education.

2. Safe Harbor provisions apply to subgroups and are used to determine the percentage of students meeting/exceeding standards required to achieve Adequate Yearly Progress (AYP). See above for a description of the Safe Harbor provisions.