

A blue pen is positioned diagonally on the left side of the image, pointing towards the bottom right. The background features a light blue bar chart with several bars of varying heights, overlaid on a grid pattern. The entire image has a semi-transparent blue overlay.

Overview of Levenson Report & Next Steps

TSD Board Workshop

March 5, 2024

Why New Solutions K12?

Challenges

- Silos
- Review of data
- ROI

What we Value

- Systemness
- Protect our Core
- Collaboration
- Best practice and experts in the field

Engagement with NS K12



Summer 2023 – Present

15 meetings/interactions



Stakeholders (over 100)

Gen Ed/Spec. Ed Staff
Building/District leaders
Support staff
Student (observations)



Data gathering

Focus Groups
District wide data analysis
Schedule audit
Classroom observations

Engagement Cont.

- Work Stream
 - First
 - Build an inclusive team (Guiding Coalition)
 - Provide best practice professional development (Common understanding of MTSS)
 - Two
 - Build understanding of current district practices (what's happening)
 - Three
 - Engage in collaborative planning sessions (develop next steps)

What did we learn?

Commendations

- Teachers are hardworking, dedicated and caring.
- TSD has the faith and confidence of its parents and the community.
- TSD has a deep understanding of reading best practices, particularly at the elementary level.
- The elementary Multi-tiered System of Support (MTSS) process is well defined and consistently implemented.
- TSD has the desire and ability to serve students with severe needs in district with its broad range of supports and services.

What did we learn?

Opportunities

1. Expand the reach of elementary reading specialists to support more students who struggle.
2. **Build general education teacher capacity to take greater responsibility for all students' success**
 - **Ensure students with mild to moderate disabilities are working towards the same standards and utilize the same curriculum.**
 - **Expand instructional coaching to reach a greater number of teachers.**
 - **Improve integration of SE, ELD, and General Education by shifting responsibility for academics for nearly all student to the general education teaching and learning team.**

What did we learn?

Opportunities cont.

3. Create comprehensive and coherent schedules at the elementary level to define and include sufficient time for tier 1, tier 2, and intervention.
4. **Implement best-practice interventions at the secondary level for all students who struggle academically.**
 - **Embrace extra time intervention from content strong teachers for student with disabilities.**
 - **Create a sense of urgency for change.**
5. Further align what is “loose” and what is “tight” across schools in the district to accelerate implementation of recommended best practice.

Prioritizing our Work

2. **Build general education teacher capacity to take greater responsibility for all students' success**
 - **Ensure students with mild to moderate disabilities are working towards the same standards and utilize the same curriculum.**
 - **Expand instructional coaching to reach a greater number of teachers.**
 - **Improve integration of SE, ELD, and General Education by shifting responsibility for academics for nearly all student to the general education teaching and learning team.**

What does this mean?

- Ensure access to core instruction
- Expand coaching at all levels
- Ensure students are taught by content area experts
- Additional instructional time provided where possible and appropriate

Prioritizing our work

4. **Implement best-practice interventions at the secondary level for all students who struggle academically.**
 - **Embrace extra time intervention from content strong teachers for student with disabilities.**
 - **Create a sense of urgency for change.**

What does this mean?

- Ensure access to core instruction
- Prioritize students are taught by content area experts
- Prioritize additional instructional time provided where possible and appropriate

Next Steps:



No short-term solution

5 year plan

Utilize attrition where possible



Guiding Coalition

Meet quarterly
Iterative dialogue



Review student data

Formative & Summative assessments
at all levels

Improvement in all subgroups