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Associate Superintendent

**TOPIC: IMPLEMENTING THE VOYAGER PASSPORT
INTERVENTION PROGRAM**

INTRODUCTION: The purpose of the FAQ is to clarify how school sites can best implement the Modified Consent Decree Targeted Strategy Plan Outcome 2: Performance in the Statewide Assessment Plan. The Targeted Strategy Plan mandates implementation of instructional intervention programs targeting students performing below the basic level of proficiency. The Office of the Independent Monitor will be monitoring the implementation and effectiveness of these interventions consistent with the Targeted Strategy Plan.

Question 1: *How were schools selected to participate in implementation of the English Language Arts and/or Mathematics intervention programs?*

Answer 1: Outcome 2 of the Targeted Strategy Plan targeted schools with a high percent (80% or more) of their students with disabilities achieving at the Far Below Basic and Below Basic categories in English Language Arts and/or Mathematics based on 2005-2006 CST data to implement prescribed intervention programs.

- 170 elementary schools were targeted for ELA intervention programs
- 102 elementary schools were targeted for Mathematics intervention programs
- 59 middle schools were targeted for ELA intervention programs
- 68 middle schools were targeted for Mathematics intervention programs

Question 2: *What intervention programs are being implemented in Outcome 2?*

Answer 2: Several evidence-based programs to support improved outcomes for students with disabilities were selected to be implemented. These programs had been used in either pilot programs, Extended School Year (ESY), Intersession, or courses offered in the Learning Center during 2005-2006.

- *Voyager Passport* is the prescribed English Language Arts intervention program for both elementary and middle school students at the targeted schools.
- *Touchmath* is the prescribed Mathematics intervention program for the targeted elementary schools.
- *Algebra Ready* is the Mathematics intervention program for the targeted middle schools.

Question 3: *Which students participate in the intervention programs?*

Answer 3: Outcome 2 of the Targeted Strategy Plan requires the implementation of ELA and/or Math intervention programs for students with disabilities who are in the FBB and BB basic categories on the CSTs and participate in the core curriculum. These intervention programs are required for students with disabilities accessing the core curriculum who are not achieving at or above the Basic level. Students with severe disabilities who participate in the alternate curriculum and are assessed using the CAPA do not participate in these intervention programs. The intervention program is not intended for general education students or students with disabilities who are at or above the Basic category.

Question 4: *Who can implement the intervention programs for students with disabilities?*

Answer 4: Only special education teachers and paraprofessionals who have been trained may teach the ELA and/or Math intervention programs. Training has been offered to special education

Special Education Intervention Programs: “Q and A”

personnel from October through December 2006. School administrators were also invited to attend one of a series of orientation meetings to assist them in implementing the program.

Question 5: *How are materials provided for implementation of the program?*

Answer 5: Teacher guides and student materials were delivered directly to the school based on student information from the CST reports and SIS data. Schools with requests for materials contact Meredith Adams or Sharyn Howell, Division of Special Education at (213)241-8051.

Question 6: *How is support being provided for schools in implementing the intervention programs?*

Answer 6: Staffs from the publishers of the materials and from both the Central Office and Special Education Support Units are providing support for schools in implementing the program. During the launch of the programs, each participating school is receiving visits from support specialists during the first two weeks of instruction. Site visits will be conducted in an ongoing basis. Additionally, teachers, paraprofessionals, and administrators who attended the training and/or orientation received lists of names and contact numbers for support personnel. Email and hotline information was also provided.

Question 7: *Do these intervention programs replace the core program?*

Answer 7: No. Students with disabilities participating in the core English Language Arts and/or Mathematics curriculum continue to receive instruction in the core programs. These are intervention programs that are implemented to accelerate learning for students with disabilities and not to replace core instruction.

Question 8: *Does the Voyager Passport program align with OCR?*

Answer 8: Voyager Passport is an intervention program designed to target a student’s specific needs. It is not intended to replace or “match” the core program but to enhance access to the core program, provide intensive intervention in areas of assessed need, and ensure ongoing monitoring of student progress. The Voyager Passport program is intended to accelerate the rate of growth in the components of reading for students with disabilities who are in the FBB and BB categories on the CSTs. The Voyager Passport intervention program is based on California standards, is on the list of approved intervention programs for the State and is endorsed by the Council of Administrators of Special Education, Council for Exceptional Children.

Question 9: *Can the Voyager Passport program be implemented during Independent Work Time?*

Answer 9: No. Voyager Passport is implemented in addition to the core literacy program and does not replace any component of the core ELA program.

Question 10: *How does a school schedule these intervention programs in addition to the core programs?*

Answer 10: The achievement gap between students with disabilities and other learners is dramatic, with most students with disabilities in the Far Below Basic and Below Basic categories. While increased opportunities to access the core curriculum contributes to some growth, most students continue to struggle to reach standards. Since literacy is highly correlated with student success, the literacy intervention program is critical and may replace other core content depending upon how the school schedules instruction.

Special Education Intervention Programs: “Q and A”

Students with disabilities in elementary grades may not participate in content areas for a portion of the afternoon in order to participate in the ELA intervention programs. The elementary math intervention may be included in the regular math period. Schedules will vary for students in self contained Special Day Programs and for Resource Specialist Program students who receive the majority of their instruction in the general education program.

Middle School students with disabilities are receiving the intervention program during intersession, as a course provided in the Learning Center, or after regular school hours.

Sample schedules created with the assistance of administrators from pilot programs are attached.

In developing a schedule schools must:

- determine how many special education personnel are available
- determine how many students who are FBB and BB are in each grade level
- cluster students for instruction (i.e. one teacher or paraprofessional works with Level D students while another works with Level E students)

Question 11: ***Can a paraprofessional implement the program without guidance or support from certificated personnel?***

Answer 11: No. Paraprofessionals can implement the program very successfully as was demonstrated during the pilot programs but they provide services to students under the supervision of a certificated staff member. Paraprofessionals can work at the back of a room, in a SDP classroom, in the library, in a computer lab or any other appropriate setting that provides for the guidance of a certificated staff member. For example, in a SDP classroom the special education teacher may implement Level D for a group of students, the paraprofessional implements Level E with a group of students, and some students work independently. Within a 45 minute block, two groups will receive intervention instruction.

Questions or comments may be directed to Sharyn Howell, Director, Division of Special Education; Meredith Adams, Elementary Specialist, Division of Special Education; or Susan Tandberg, Administrator, Secondary Instruction, Division of Special Education at (213) 241-8051.

Sample Schedules for Voyager Passport Intervention

Scenario 1					
Number of Intervention Groups (6:1):		40 students/8 groups served by 4 adults/1 RSP Teacher/2SDP Baseline/ 1 RSP Baseline			
			12:30 - 1:15	1:20 - 2:05	
Paraeducator 1 (Baseline)	2 groups of students	3 hours instruction in regular assignment	45 min intervention	45 min intervention	Instruction occurs in SDP Classroom
Paraeducator 2 (Baseline)	2 groups of students	3 hours instruction in regular assignment	45 min intervention	45 min intervention	Instruction occurs in RSP Classroom
Paraeducator 3 (RSP)	2 groups of students	3 hours instruction in regular assignment	45 min intervention	45 min intervention	Instruction occurs in RSP Classroom
Resource Specialist	2 groups of students	3 hours instruction in regular assignment	45 min intervention	45 min intervention	Instruction occurs in RSP Classroom

Scenario #2					
Number of Intervention Groups (6:1):		60 students/12 groups served by 6 adults 1 RSP Teacher/1RSP Paraeducator/3 Baseline Assistants/1 AAA			
		Regular Assignment	11:00 – 11:45	1:00 – 1:45	
Paraeducator 1 (AAA)	2 groups of students	3 hours instruction in regular assignment	45 min intervention	45 min intervention	Instruction occurs in SDP Classroom
Paraeducator 2 (Baseline)	2 groups of students	3 hours instruction in regular assignment	45 min intervention	45 min intervention	Instruction occurs in SDP Classroom
Paraeducator 3 (Baseline)	2 groups of students	3 hours instruction in regular assignment	45 min intervention	45 min intervention	Instruction occurs in SDP Classroom
Paraeducator 4 (Baseline)	2 groups of students	3 hours instruction in regular assignment	45 min intervention	45 min intervention	Instruction occurs in SDP Classroom
Paraeducator 5 (RSP)	2 groups of students	3 hours instruction in regular assignment	45 min intervention	45 min intervention	Instruction occurs in RSP Classroom
Resource Specialist	2 groups of students	3 hours instruction in regular assignment	45 min intervention	45 min intervention	Instruction occurs in RSP Classroom

Sample Schedules for Voyager Passport Intervention

Scenario #3					
Number of Intervention Groups (6:1):		24 students/5 groups served by 3 adults 1 RSP Teacher/1RSP Paraeducator/1Baseline Assistants			
		Regular Assignment	11:00 – 11:45	1:00 – 1:45	
Paraeducator 1 (Baseline)	1 group of students	4 hours instruction in regular assignment		45 min intervention	Instruction occurs in SDP Classroom
Paraeducator 2 (Baseline)	2 groups of students (Resource and SDP students)	3 hours instruction in regular assignment	45 min intervention	45 min intervention	Instruction occurs in SDP Classroom
Resource Specialist	2 groups of students (Resource students)	3 hours instruction in regular assignment	45 min intervention	45 min intervention	Instruction occurs in RSP Classroom

Scenario #4					
Number of Intervention Groups (6:1):		48 students/9 groups served by 3 adults 1 RSP Teacher/1 RSP Paraeducator/1 Baseline Assistant			
		8:00 – 10:40	11:00 – 11:45	12:30 – 1:15	1:20 – 2:05
Paraeducator 1 (Baseline)	3 groups of students	2.6 hours instruction in regular assignment	45 min intervention	45 min intervention	45 min intervention
Paraeducator 2 (RSP)	3 groups of students	2.6 hours instruction in regular assignment	45 min intervention	45 min intervention	45 min intervention
Resource Specialist	3 groups of students	2.6 hours instruction in regular assignment	45 min intervention	45 min intervention	45 min intervention

Sample Schedules for Voyager Passport Intervention

Scenario #5					
Number of Intervention Groups (6:1):		72 students/ groups served by 11 adults 2 RSP Teacher/2 RSP Paraeducator/2 SDP Teachers/4 Baseline Assistants/1 AAA			
		8:00 – 11:00	11:00 – 11:45	12:30 – 1:15	1:20 – 2:05
Paraeducator 1 (AAA)	1 group of students	Regular Assignment			45 min intervention
Paraeducator 2 (BASELINE)	2 groups of students	Regular Assignment		45 min intervention	45 min intervention
Paraeducator 3 (BASELINE)	2 groups of students	Regular Assignment		45 min intervention	45 min intervention
Paraeducator 4 (BASELINE)	2 groups of students	Regular Assignment		45 min intervention	45 min intervention
Paraeducator 5 (BASELINE)	2 groups of students	Regular Assignment		45 min intervention	45 min intervention
SDP Teacher 1	1 group of students	Regular Assignment			45 min intervention
SDP Teacher 2	1 group of students	Regular Assignment		45 min intervention	Regular Assignment
Paraeducator 6 (RSP 1)	1 group of students	Regular Assignment			45 min intervention
Paraeducator 7 (RSP 2)	3 groups of students	Regular Assignment	45 min intervention	45 min intervention	45 min intervention
Resource Specialist 2	1 group of students	Regular Assignment			45 min intervention
Resource Specialist 1	3 groups of students	Regular Assignment	45 min intervention	45 min intervention	45 min intervention