

Accountability Framework for Special Education 2017-18	
Exceptionality Language Impairment	Number of Students with this exceptionality: 855
Focus Subgroups: <ol style="list-style-type: none"> 1. students in Language Impaired – Intensive Support Programs (197 students) 2. kindergarten and primary students board-wide at risk for oral language delays 	
Goal(s) (2017-18): Administer functional speaking and listening measure in Fall 2017 and Spring of 2018 to LI- ISP teachers to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2018/2019.	Goal Timeline: 3-year goal 2017/2018 - Data collection 2018-2019 - Data collection 2019-2020 - Data Analysis
Instructional Strategies: Facilitated early intervention processes (e.g., Speech-Language Pathologist’s consultation to Kindergarten classrooms; promotion of the board-wide Early Identification Strategy). Implemented strategic roll-out of SONIC (Structured Oral Narrative Intervention for Children), FIPPA (Focused Intervention Program for Phonemic Awareness), and SKIPPA (Senior Kindergarten Intervention for Phonemic Awareness) for selected students in kindergarten and grade one. Delivered Kindergarten Language Program to SK students at risk for oral language and literacy delays. Collaborated with LI-ISP teachers and Accountability Framework committee to facilitate participation in survey. Provided parents and teachers with information and professional development materials relevant for addressing oral language and literacy skills for students with LI.	
Data supporting Observations: <ul style="list-style-type: none"> • Speech-Language Pathologists delivered the intervention to five groups of students in four schools; FIPPA to one group of students and SONIC to a select group of students at one school. • Two hundred and fifty-six students attended the Kindergarten Language Program. At demission, 15% of the students were recommended for an LI-ISP placement for grade one; further psychological assessment was recommended for 3% of the students; and 20% of the students were recommended for a developmental assessment. 	

- Nineteen LI-ISP teachers participated in the pre-survey and reported on 116 students.
- Results for seven-five students were analyzed in the pre- and post-survey.

Outcomes/Observations/Learning:

- Preliminary survey results indicate that LI-ISP teachers perceive an improvement in student performance on oral language measures between September 2017 and June 2018.
- Students improved in their phonemic awareness and oral narrative skills as a result of the SKIPPA, FIPPA and SONIC interventions.
- Students who attended the KLP on average, improved from below average performance to low average performance on oral language measures over the course of the program.
- The proportion of Gr. 3 LI students with Level 3 EQAO Reading scores has improved over the last two years.
- The modal Grade 6 reading score is Level 2. In recent years, Level 3 - 4 scores have improved to 30%.

Accountability Framework for Special Education 2018-19

Goal for 2018-19:

Administer functional speaking and listening measure in Fall 2018 and Spring of 2019 to LI- ISP teachers to further explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2019/2020.

Goal Timeline: Year 2 of 3-year goal

2018-2019 - Data collection
2019-2020 - Data Analysis

Intended Outcomes:

Over a two-year period, administer and collect twice yearly survey data on oral language measures for at least 80% of students in LI-ISP classrooms.