

**Leadership Strategy for
Student Success:
Teaming Special Education/
Intervention Teachers
with Regular Teachers**

OASFEF FALL CONFERENCE

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Institutional **R**esearch **C**onsultants

www.ircorporation.com

PRESENTERS

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Bucyrus HS
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Kyle Elementary

CASE STUDY BACKGROUND

- Randomly Selected 8 Schools
- Two-day School Visits
- Classroom Observation – English and Math
- Interviews
 - Principal
 - Teachers
 - Other Applicable Staff
 - Parents
 - Two Student Focus Groups
- Surveys

SCHOOLS SELECTED

High Schools

Alliance HS	(NE Ohio)
Bucyrus HS	(NC Ohio)
Dawson Bryant HS	(SE Ohio)
New Lexington HS	(C Ohio)

Elementary Schools

Essex Elem.	(NE Ohio)
Jackson Elem.	(SE Ohio)
Kyle Elem.	(W Ohio)
William C Bryant Elem.	(NE Ohio)

RESEARCH SUMMARY

Total Interviews – 248

Teachers Interviewed – 83

Teachers Observed – 90

Teachers Surveyed – 97

GENERAL FINDINGS

- Staff Characteristics
 - Strong and Collaborative Leadership
 - Senior/Experienced Staff
 - High Staff Commitment
 - Caring Teachers and Staff
 - High Expectations

GENERAL FINDINGS

--Continued--

- Practices Impacting Staff
 - Common Planning Time
 - Creative Hiring Practices

GENERAL FINDINGS

--Continued--

- Practices Impacting Students
 - Tutoring at-risk students
 - Collaboration of Special Education, Intervention, and Regular Teachers
 - Small Reading Groups (Elem.) or Small Class Size
 - Analysis of Test Data to Inform Instruction
 - Frequent Testing

GENERAL FINDINGS

--Continued--

■ Instructional Characteristics

- Strong Reading Program or English Dept.
- Strong Math Program or Math Dept.
- Change in Math Classes

GENERAL FINDINGS

--Continued--

- Staff Development Characteristics
 - Attention to State Standards
 - Extensive Professional Development
 - Grants (OhioReads for Elementary)
 - Research-based Professional Development Program

GENERAL FINDINGS

--Continued--

- Parent and Community Characteristics
 - Extensive communication with parents
 - High level of parent involvement
 - High percentage of parents attended school
 - Staff are graduates or part of community
 - Alliance with area colleges

CASE STUDIES AVAILABLE

Ohio Department of Education

www.ode.state.oh.us

Search for keyword PROMISE

HIGHLIGHTED SCHOOLS

Kyle Elementary and Bucyrus HS

- Strong Leaders
- Both Targeted Special Education
- Introduced Changes with Teacher Buy-in
- Ongoing Planning and Input from Teachers
- Ongoing Expansion and Adaptation
- Expected and Unexpected Impacts on Teachers and Students (Special Education and Regular)

STUDENT ACHIEVEMENT

Kyle Elementary

Test	Year	Reading	Math
3 RD	2003-2004	100.0%	NA
	2004-2005	96.2%	96.2%
	2005-2006	90.2%	68.3%
4 TH	2001-2002	74.5%	75.0%
	2002-2003	57.1%	54.3%
	2003-2004	79.5%	87.2%
	2004-2005	88.5%	80.8%
	2005-2006	96.3%	NA
5 TH	2004-2005	93.0%	NA
	2005-2006	93.8%	NA
6 TH	2001-2002	52.5%	60.0%
	2002-2003	66.7%	33.3%
	2003-2004	89.4%	93.6%
	2004-2005	91.2%	91.2%
	2005-2006	95.7%	95.7%

STUDENT ACHIEVEMENT

Bucyrus HS

Test	Year	Reading	Math
9th PT	2001-2002	88.7%	80.9%
	2002-2003	87.9%	75.8%
	2003-2004	98.3%	90.0%
OGT	2003-2004	79.9%	65.9%
	2004-2005	88.8%	79.4%
	2005-2006	89.6%	86.8%

SPECIFIC ACTIVITIES

Kyle Elementary

- Slow Introduction of Changes
- Getting Teacher Buy-in
- Annual Planning Process
- More Teachers in Classes and Individualized Attention
- Appreciation of Different Teaching and Learning Styles
- Realization that Approach Not Appropriate for All Teachers
- Increase in Teacher Collaboration
- Use of OhioReads Funds

SPECIFIC ACTIVITIES

Bucyrus HS

- Paired Special Education and Regular Teachers
- Initial Mixed Results and Staff Changes
- Increased Availability of Tutoring
- Expanded Teacher Access to Students' IEPs
- Impact on Special Education Students
- Increase in Team Teaching
- Block Scheduling and Prior Professional Development

QUESTIONS / DISCUSSION

- Obstacles and How Addressed
- Additional Support Needed
 - Administrative
 - Financial
 - Other
- Additional Changes They Would Like to Make

CONTACT INFORMATION

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THANK YOU

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AUDIENCE

Please complete the Evaluation Form