

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

**OAASFEP FALL CONFERENCE
OCTOBER 11, 2006**

**Institutional Research Consultants
www.ircorporation.com**

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PRESENTERS

- Jan Upton, Ph.D.
Institutional Research Consultants
- Janice Chappell, Ed.D.
Chappell Consulting
- Jim Oyster, Principal
Bucyrus HS
- Kimbe Lange, Principal
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	74.6%	75.0%
	2002-2003	67.1%	64.3%
	2003-2004	79.6%	67.2%
	2004-2005	68.6%	60.8%
	2005-2006	96.3%	NA
5 TH	2004-2005	93.0%	NA
	2005-2006	93.8%	NA
	2001-2002	62.6%	60.0%
6 TH	2002-2003	66.7%	33.3%
	2003-2004	69.4%	93.6%
	2004-2005	91.2%	91.2%
	2005-2006	96.7%	96.7%

STUDENT ACHIEVEMENT
Bucyrus HS

Test	Year	Reading	Math
9 th 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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- Tania Jarosevich, Ph.D.
Censeo Group LLC
Part of the IRC research team

AUDIENCE

Please complete the Evaluation Form

Table 1: IRC Cross-site All Eight Schools - Summary of School Characteristics by Five Lessons Learned

Five Lessons Learned					School Characteristics	Elementary				High School			
Designing instruction to ensure every student's success	Providing rigorous instruction aligned to standards	Providing leadership that results in continuous improvement	Engaging parents and community to support student success	Creating a culture where each individual feels valued		Essex	Jackson	Kyle	W.C. Bryant	Alliance	Bucyrus	Dawson-Bryant	New Lexington
					Staff Characteristics								
		X			Strong and collaborative principals	X	X	X	X	X	X	X	X
		X			Senior/experienced staff	X	X	X	X	X	X	X	X
		X			High staff commitment	X	X	X	X	X	X	X	X
		X		X	Caring teachers and staff	X	X	X	X	X	X	X	X
X		X		X	High expectations	X	X	X	X	X	X	X	X
					Practices Impacting Staff								
		X			Common planning time		X	X	X	X			X
		X			Creative hiring practices or use of staff		X	X	X		X	X	
					Practices Impacting Students								
X	X			X	Tutoring at-risk students, in-school or after school	X	X	X	X	X	X	X	X
X	X	X			Analysis of test data to inform intervention	X	X	X	X	X	X	X	X
X	X				Frequent testing	X	X	X	X		X	X	X
X	X			X	Small class size (small reading groups for Elem.)	X	X	X	X	X		X	X
X	X			X	Collaboration of intervention, special, and regular	X	X	X			X		X
				X	Incentives	X	X		X		X	X	X

**Table 1: IRC Cross-site All Eight Schools - Summary of School Characteristics by Five Lessons Learned
—Continued—**

Five Lessons Learned					School Characteristics	Elementary				High School			
Designing instruction to ensure every student's success	Providing rigorous instruction aligned to standards	Providing leadership that results in continuous improvement	Engaging parents and community to support student success	Creating a culture where each individual feels valued		Essex	Jackson	Kyle	W.C. Bryant	Alliance	Bucyrus	Dawson-Bryant	New Lexington
					Instructional Characteristics								
X	X	X			Strong reading program or English Department	X	X	X		X	X		X
X	X	X			Strong math instruction or Math Department			X		X	X	X	
	X				Change in math classes			X		X	X	X	X
					Staff Development Characteristics								
X	X				Attention to state standards	X	X	X	X	X	X	X	X
X	X	X			Extensive professional development	X	X	X	X	X		X	X
X	X	X			Grants (OhioReads for Elementary)	X	X	X		X		X	X
X	X	X			Research-based professional development program				X			X	X
					Parent and Community Characteristics								
			X		Extensive communication with parents	X	X	X	X	X		X	
			X		High level of parent involvement	X	X	X	X	X		X	
			X		High percentage of parents attended school		X	X	X	X	X	X	X
			X		Staff are graduates or part of community	X	X	X	X	X		X	X
X	X		X		Alliance with area colleges	X		X		X	X	X	X

Table 2: Kyle Elementary School Profile¹

	2003-04	2004-05	2005-06
School Rating	Excellent	Excellent	Excellent
Enrollment	260	259	272
Grade Levels	K-6	K-6	K-6
Average Expenditure per Pupil	\$7,774	\$8,254	NA
Low-Income percentage	47.6%	52.9%	54.2%
Percent racial/ethnic minority	15.2%	17.6%	16.1%
Students with Disabilities	11.0%	11.5%	13.1%
Student Attendance Rate	96.1%	95.6%	95.9%

Table 3: Kyle Elementary¹

Test	Year	Reading	Math
3RD	2003-2004	100.0%	NA
	2004-2005	96.2%	96.2%
	2005-2006	90.2%	68.3%
4TH	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
5TH	2004-2005	93.0%	NA
	2005-2006	93.8%	NA
6TH	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%

¹ Data Sources: School and State Report Cards. Per pupil expenditure data are from ODE Data Warehouse Reports. Revenue and expenditure data are available each October for prior year.

Table 4: Bucyrus High School Profile²

	2003-04	2004-05	2005-06
School Rating	Effective	Effective	Effective
Enrollment	524	498	546
Grade Levels	9-12	9-12	9-12
Average Expenditure per Pupil	\$7,173	\$7,010	NA
Low-Income percentage	42.4%	42.1%	32.5%
Percent racial/ethnic minority	2.2%	2.5%	2.0%
Students with Disabilities	18.5%	15.9%	16.2%
Student Attendance Rate	93.1%	94.6%	94.5%

Table 5: Bucyrus High School²

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%
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² Data Sources: School and State Report Cards. Per pupil expenditure data are from ODE Data Warehouse Reports. Revenue and expenditure data are available each October for prior year.