

**Effective Leadership Straight
from the Gut:
Using Data to Drive
Systemic Change**


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Spotlight Targets

In our short time together we will work to:

- Reinforce strategies for surviving leadership positioned on a landscape that is slippery at best...
- Explore the notion of “Every Ed”
- Integrate what we know works regarding data-based decision making
- Examine systemic use of data in a not necessarily special education way
- Keep a sense of humor and laugh as much as possible



If you want to change and improve the climate and outcomes of schooling—*both for students and teachers*, there are features of the school culture that have to be changed, and if they are not changed, your well intentioned efforts will be defeated.

Seymore Sarason
1996

Accountability Must Be Reciprocal

Meaning...

The system invests in capacity development in return for more accountable performance.

Elmore, 2002

Educational Accountability

...a systemic method to assure those inside and outside the educational system that schools are moving in the desired directions.

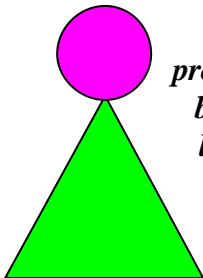
A *shift* from only ...

Is the student *getting access to core classes & services*

To also ...

Is the student *learning* ?

As Albert Einstein said:



“The significant problems we face cannot be solved by the same level of thinking that created them.”



Great Leaders...

Look in the mirror, not out the window, to apportion responsibility for poor results, never blaming other people, external factors, or bad luck.

From Good to Great
Jim Collins

Effective change agents neither embrace nor ignore mandates.

They use them as catalysts to reexamine what they are doing.

Fullan, 1993

Fundamental Assumptions

There is a need for Special Education, but not as it currently exists.

Special Education in the past has not done well by students with students with disabilities

Too much time has been spent admiring problems.

No student is worthless. Even the worst student is a good example of what's not working.

The best place to address diverse learning needs is in the instructional process.

Piecemealness

“It is not the pace of change that is the culprit, it is the piecemealness and fragmentation what wears us down.”

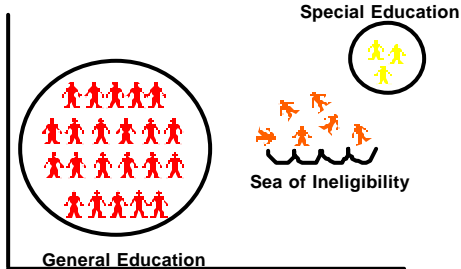
Fullan, 2003

It's About Every ED

	NCLB	IDEA
Subgroup Performance	<ul style="list-style-type: none"> ⌘ AYP ⌘ Students with IEPs ⌘ ELLs 	<ul style="list-style-type: none"> ⌘ Indicators for state monitoring ⌘ Academic Performance
Accountability for Results	<ul style="list-style-type: none"> ⌘ Req't for participation in district and state-wide assessment ⌘ Participation Req'ts ⌘ Reporting requirements 	<ul style="list-style-type: none"> ⌘ Req't for participation in district and state-wide assessment ⌘ Participation Req'ts ⌘ Reporting requirements
Use of Data	<ul style="list-style-type: none"> ⌘ AYP ⌘ Trajectories for improvement ⌘ Screening ⌘ Diagnostics ⌘ Eligibility ⌘ Formative 	<ul style="list-style-type: none"> ⌘ AYP ⌘ Trajectories for improvement ⌘ Screening ⌘ Diagnostics ⌘ Eligibility ⌘ Formative

	NCLB	IDEA
Scientifically Research-Based Instruction	<ul style="list-style-type: none"> ⌘ Reading First 	<ul style="list-style-type: none"> ⌘ Scientifically research-based instruction must be used in IEP to the extent practicable
Highly Qualified	<ul style="list-style-type: none"> ⌘ Requirements for HQ Teachers ⌘ Reptg to public regarding tchr qualifications 	<ul style="list-style-type: none"> ⌘ Defines HQ requirements for special education
Compliance	<ul style="list-style-type: none"> ⌘ AYP ⌘ AMO 	<ul style="list-style-type: none"> ⌘ 20 Indicators

There is a Need to Focus on All Children Across General and Special Education



RESPONSE TO Intervention POLICY CONSIDERATIONS AND IMPLEMENTATION

Order at:
www.nasdse.org

Definition

- ✦ **RtI is the practice of providing...**
- ✦ **high-quality instruction and intervention**
- ✦ **matched to student need,**
- ✦ **monitoring progress frequently**
- ✦ **to make decisions about change in instruction or goals**
- ✦ **and applying child response data to important educational decisions.**
- ✦ **NCLB and IDEA 2004**
- ✦ **both are focused on early intervention.**



What RtI Is and Is Not

✓ Is:
 ⚡ RtI **is** an overall integrated system of service delivery.

✓ Is Not:
 ⚡ RtI **is not** just an eligibility system
 ⚡ RtI **is not** a way of reducing the numbers of students placed into special education.

What RtI Is and Is Not

✓ Is:
 ⚡ RtI **is** effective for students who are at risk for school failure as well as students in other disability categories.

✓ Is Not:
 ⚡ RtI **is not** limited to students with learning disabilities.

What RtI Is and Is Not

✓ Is:
 ⚡ RtI **is** an excellent opportunity to more effectively align IDEA and NCLB principles and practices.

✓ Is Not:
 ⚡ RtI **is not** just a special education approach.

Why RtI?


- ⚡ Need to align identification procedures with effective instruction
- ⚡ Need to reexamine assumptions underlying our practice
- ⚡ Need to attend to AYP, SWD in high stakes testing
- ⚡ Need to integrate general and special education instruction, achievement, and focus on all children

Need to Reexamine Assumptions Underlying Our Practice

- ⚡ The assessments that we use most frequently are reliable and valid for the purpose they are being used
- ⚡ Knowledge about the child is the most critical piece of information in planning effective intervention
- ⚡ Matching instruction to underlying student characteristics results in maximally effective instruction

Why RtI? :

- ⚡ RtI is about maximizing results
- ⚡ RtI provides the mechanism for schools to take control of their outcomes
- ⚡ One of the keys of RtI is that it provides an iterative, self-correcting mechanism, driven by student results



Most importantly, despite our system wide efforts, there are still many children who are at-risk for school failure and successful in acquiring basic skills



What do we know?

- ⚡ We know far more about the causes of disability and reading problems (e.g., National Reading Panel)
- ⚡ We know more about effective instruction (e.g., scientifically-research based practice, standard treatment protocols)
- ⚡ We know more about the limitations of our current systems structures and have viable alternatives (e.g., tiered models, early intervention)

What do we know?

- ⚡ We have far better models for data based decision making (e.g., problem solving method)
- ⚡ We have far better tools to help us make instruction effective (e.g., CBM, DIBELS, CBA, CBE, Formative Evaluation, Problem Analysis etc.)

What do we know?

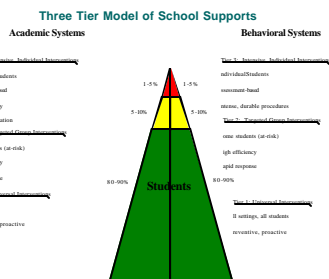
- ☞ We can do better than we ever have before
- ☞ It is not so much the issue any longer of “what works”
- ☞ It is an issue of –
 - ☞ How do we deploy it so that it can work?
- ☞ RTI is the most critical component if prevention and early intervention efforts are to be successful.

Essential Components

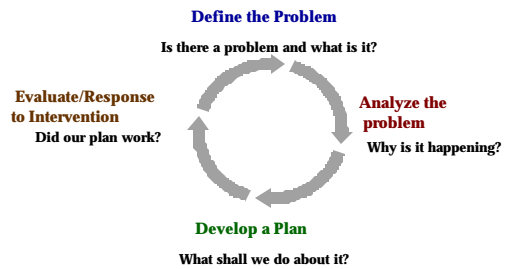
- ☞ Multiple tiers of intervention service delivery—such as a three-tier model
- ☞ Problem-solving method
- ☞ An integrated data collection/assessment system to inform decisions at each tier of service delivery



Multi-Tier Model of Service Delivery



Problem-Solving Method



So, what do the data say about RtI in places around the country that have been using it?



States Implementing RtI at the State, District, and Pilot levels

- ✍ Arkansas
- ✍ California
- ✍ Colorado
- ✍ Florida
- ✍ Illinois
- ✍ Iowa
- ✍ Kansas
- ✍ Louisiana
- ✍ Michigan
- ✍ Minnesota
- ✍ Missouri



- ✍ Montana
- ✍ New Zealand
- ✍ North Carolina
- ✍ Ohio
- ✍ Pennsylvania
- ✍ Rhode Island
- ✍ Singapore
- ✍ South Carolina
- ✍ Utah
- ✍ Washington
- ✍ Wisconsin
- ✍ Wyoming

Long Beach Unified School District Demographics

District Population = 96,000

- 49.7% Hispanic
- 18.3% Black
- 16.7% White
- 2.1% Pacific Islander
- 25.5% ELL
- 66.6% ELL and FEP combined
- 65.9% Free & Reduced Price Lunch
- 9.3 Asian
- 3.5 Filipino



Special Education Demographics

- 7.039%
- 48% LD
- 44% SP/ELL
- 60% of total pop. receive Resource Services
- 60% of Central Office is general education administrators and teachers via reorganization efforts

District Profile

- Third largest school district in CA
- Over 46 languages spoken
- Most diverse city according to Census 2000
- Over 8,000 faculty, second largest employer in the city
- There are over 89 Schools
 - 53 elementary
 - 8 K-8
 - 14 Middle Schools
 - 11 High Schools (six of which are large comprehensive high schools)
 - 3 Charter Schools



Historical Perspective

☞ In 1994 LBUSD started on a path of comprehensive reforms to increase student achievement.

☞ Early BOE initiatives included:

- Standards-based reform
- K-3 Literacy
- School Uniforms
- Middle School Reform
- School Choice
- Ended Social Promotion
- Seamless Education

Established Key Grade Level Checkpoints

Establishing standards-based curriculum across all grade levels resulted in:

- ☐ Retention Policies at grades 1, 3, 5, & 8
- ☐ District-wide Assessments in Reading, Writing & Open-ended Mathematics
- ☐ End-of-Course District exams for High School

The Academic Wake Up Call

As a result of the District's K-5 reading initiative and retention policy, the percent of students entering middle school reading more than a year and a half below grade level dropped from 94% in 1999 to 48% in 2003

If Elementary & Middle Schools can do it, then...why can't High Schools?

From... *Uh Oh*... into Action!

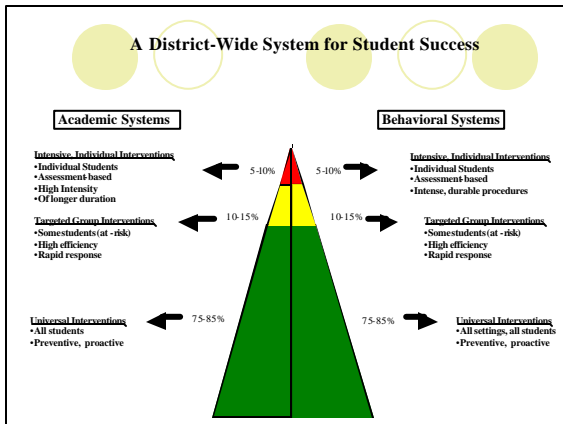
- ✍ **K-8 Reform and State Accountability Measures**
- Refocused HS reform to build on MS reform
- ✍ **Creation of Co-Principals**
- ✍ **Creation of Small Learning Communities**
- ✍ **BOE included HSs in District Accountability Initiatives**
- ✍ **Creation of District End of Course Exams that improve alignment between CSULB and LBUSD**

State and Federal Accountability Indices

2005

- ✍ **District Wide = 10 PI Schools**
(None are High Schools)
- ✍ **# of AYP targets for High Schools range from 20 to 28**
- ✍ **AYP targets missed were primarily subgroup issues**
- ✍ **All High Schools met the State API growth targets. Range of growth was from... -10 to 120 pts**

**So...
What Does it Look Like???**



- ### What is a Universal Screening?
- ✍ **Given to everyone**
 - ✍ **Critical skills**
 - ✍ **Brief**
 - ✍ **Repeatable**
 - ✍ **Cheap and easy to administer and score**
 - ✍ **Tells us who needs more assessment**

- ### What Do You Need For Universal Screening?
- ✍ **Data on all students in the district in the areas you are interested in screening**
 - ✍ **An efficient way to administer and score tests**
 - ✍ **Tests linked to standards and benchmarks**
 - ✍ **Defined Criteria of Success**
 - ✍ **Best case: do it two or three times per year**

Core Principles



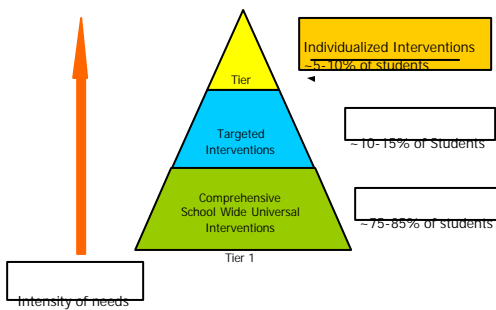
- ☞ We can effectively teach all children
- ☞ Intervene early
- ☞ Use a multi-tier model of service delivery
- ☞ Use a problem solving method to make decisions within a multi-tier model

Core Principles – Cont.

- ☞ Use research-based, scientifically validated interventions/instruction to the extent available
- ☞ Monitor student progress to inform instruction
- ☞ Use data to make decisions
- ☞ Use assessment in screening, diagnosis, and progress monitoring



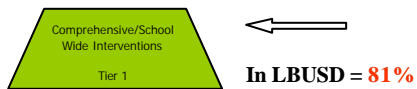
A Tiered Approach to Literacy



A Tiered Approach to Literacy:

Core Interventions

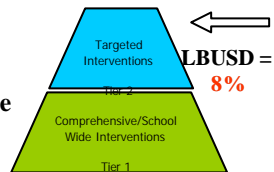
Options that are provided to students as a part of the general curriculum with specific intent



A Tiered Approach to Literacy:

Strategic Interventions

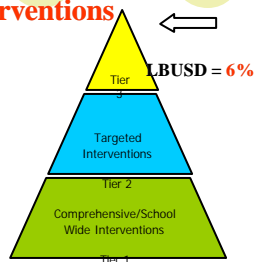
Targeted interventions focus on students who need more assistance

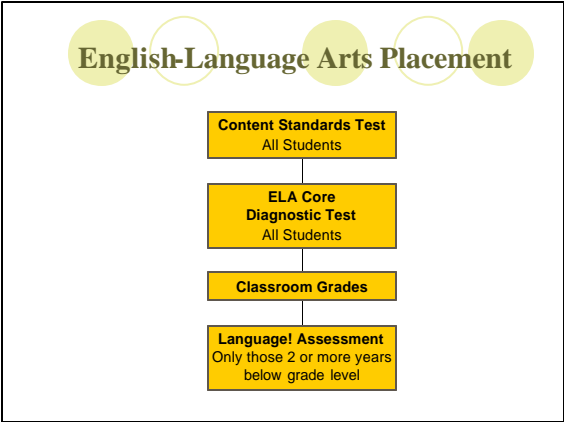


A Tiered Approach to Literacy:

Intensive Interventions

Intense and often individualized interventions are for the smallest group of students with the most extreme needs





“Benchmark/Core” (Tier I)

- ⚡.5 years below to above grade level
- ⚡Regular Core English classes

“Strategic” (Tier II)

- ⚡.5 – 2.0 years below grade level
- ⚡Double Block consisting of:
 - ⚡Regular core English classes
 - ⚡Literacy Workshop course
- ⚡Use of additional support materials to scaffold core materials
- ⚡After school reading program, if needed

**“Intensive”
(Tier III)**

⚡ **2.0 or more years below grade level**

⚡ Double Block consisting of:

- ⚡ Intensive ELA Program
 - ⚡ LANGUAGE!
 - ⚡ Lindamood-Bell

**English Language Development (ELD):
A Mandated State Curriculum**

In Grade 8 -- All ELL students –

- Administered the California English Language Development Test (CELDT) and...
- the California Standards Tests (CSTs) and...
- the End-of-Course ELD Test

ELD I and II – Double Block Intensive Literacy Intervention program. LBUSD uses *High Point*

ELD III – ELD class and Language!

ELD IV – ELD class & Literacy Wksp (Core Eng.)

Regardless of Skill Level...

- ? District has developed interventions specific to language and literacy proficiency levels for *all* students.
- ? Created a list of targeted students – and performed systemic and strategic examination of gaps in skill areas and in turn has aligned its interventions.

Infrastructural Support:
School Site

- ✂ Summer Institutes for Teachers
- ✂ Monthly Support Meetings
- ✂ Coaches (centrally paid)
- ✂ Professional Learning Communities
- ✂ Numeracy & Literacy Committees
- ✂ Cycle of Inquiry

Infrastructural Support:
School Site

- ✂ Curriculum Mapping
- ✂ Committees on Student Assessment
- ✂ Pacing Chart Development
- ✂ District-wide Walk Throughs
- ✂ Student Work Review
- ✂ Literacy Across the Content Areas

Infrastructural Support:
Site Administration

- ✂ Summer Leadership Institutes
- ✂ Monthly Focus Group Meetings:
Data & Instruction
- ✂ Professional Learning Communities
- ✂ Leadership Institutes
- ✂ District-wide Walk Throughs
- ✂ Numeracy and Literacy Committees

Planned & Coordinated Collaborative Activities

- ✦ Professional Learning Communities
- ✦ Numeracy and Literacy Committees
- ✦ District-Wide Walk Throughs
- ✦ Literacy Across the Content Areas

Making What Matters Happen

- ✦ Distributed Leadership via Professional Learning Communities
- ✦ Counselor Initiative
 - Support Personnel Accountability Report Card (SPARC)
 - Graduation Profile
- ✦ AP/Honors –AP Potential Software, multiple measures
- ✦ AVID (Advancement via Individual Determination)

Increasing Parent Participation

Parent Advisory: ELAC and PTSA

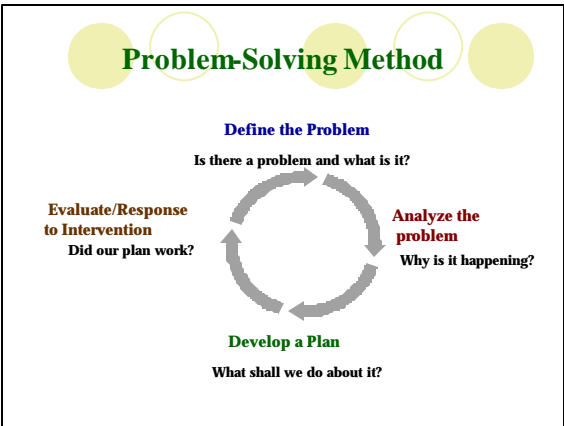
Activities Director

Points for Parent Participation....gets you...

- ✦ Yearbooks
- ✦ Winter Formal tickets
- ✦ Post graduation scholarships
- ✦ Prom tickets
- ✦ Graduation Pictures
- ✦ Hand the diploma to your student

Systemic Results

- ⚡Lack of competition among High Schools
- ⚡More similar than different
- ⚡Teachers expected to teach all students to standards
- ⚡Same texts, standards, programs
- ⚡Student transfers, for various reasons, within the school district are done without disruption of student programming and learning.



Student Success Team

Level I: Consultation

Parent - Teacher Consult

- Implement problem-solving model
- If goal met continue interventions or discontinue interventions
- If goal(s) not met - modify intervention, add psychologist, counselor, administrator, etc. and repeat problem-solving process

Student Success Team

Level II: SST

Consult with Student Success Team

- **Implement the problem-solving model**
- **Assign a Case Manager**
- **If goal met, continue/discontinue interventions and add student to SST monitoring list**
- **If goal not met modify interventions, expand SST membership and repeat problem-solving process**

Student Success Team

Level III: Program Options

Choose Alternative Program Options

- Literacy Programs/Classrooms**
- Intercession/Summer School**
- Afterschool/Saturday Tutorials**
- Mentor Program**
- Parent Training**
- 504 Plan**
- Evaluation for Special Education eligibility**

Data and Other Findings

- ✍ **District-Wide Level II SSTs = 3,020**
- ✍ **Level II Cases Resolved Without Special Education = 2,192**
- ✍ **Level III Referral for Special Education Evaluation = 713**
- ✍ **Found Eligible for Special Education = 612**

Data and Other Findings

≈ 115 cases reported as not resolved; still in progress at Year-Round Schools

Bulk of Activity as follows:

- ≈ Elementary = 1,812 cases
- ≈ K-8 = 378 cases
- ≈ Middle School = 621 cases
- ≈ High School = 149 cases
- ≈ Other = 60 cases

Data and Other Findings

One school's SST results:

- Level I = 75
- Level II = 20
- Level III = 5 eligible for special education services

Comments: "We do lots of pseudo-Level I SSTs. This in turn has affected our referral rate to SSTs."

Data and Other Findings

Elementary School N = 1,152
62% Hispanic 9% Asian
35 SSTs
10 Intervention only
15 Evaluations;
11 Qualified (4 carried over)

Data and Other Findings

Middle School = 1,700

**59% Hispanic 26% African Am.
20 SSTs
10 Intervention only
10 Evaluations; 10 Qualified**

Middle School = 1,545

**52% Hispanic 24% African Am.
200 SSTs
183 Interventions only
17 Evaluations; 17 Qualified**

Data and Other Findings

High School = 4,638

**31% Asian 29% African Am.
18 SST
16 Intervention only
2 Evaluations; 2 Qualified**

High School = 4,085

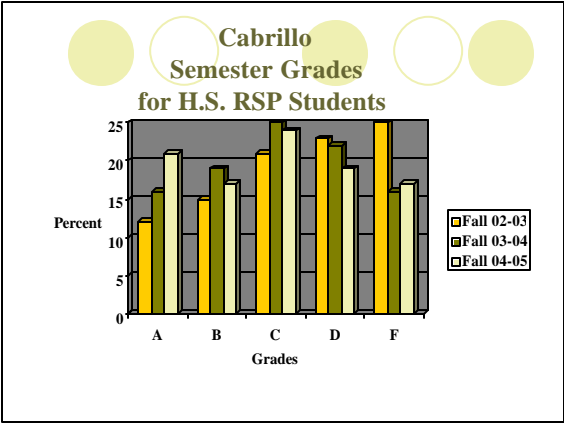
**49% Hispanic 31% African Am.
35 SST
20 Intervention only
10 Evaluations; 5 Qualified (5 carried over)**

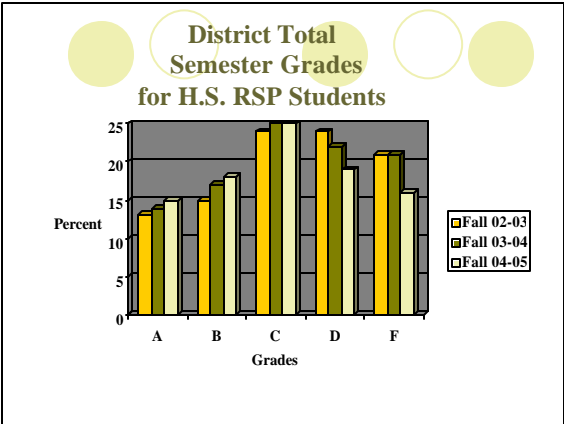
Special Education Reform

Revamped Resource Program – As a result of high failure rate, CA High School Exit Exam, and NCLB Highly Qualified....*Strategies for Success.*

Board of Education approved course outlines for all content areas for Special Day Classes, including those serving more significantly disabled students.

Working toward District End-of-Course exams on Power Standards for Special Day Classes.

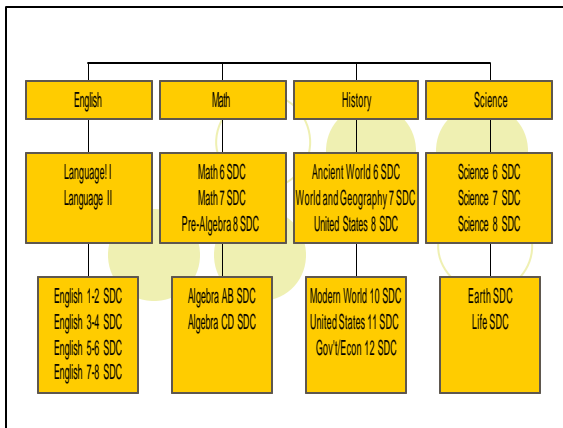




- ### Restructuring of Special Day Class (SDC)
- ⚡ Access to General Education Curriculum
 - ⚡ Focus on effective standards-based instruction
 - ⚡ Course outlines for secondary SDCs
 - ⚡ Departmentalize
 - ⚡ HQT

SDC Course Outlines

- ✍ MM, ED, DHH, OI
- ✍ Diploma Bound
- ✍ General education course outlines in core content areas
 - ✍ Standards based
 - ✍ Power/Essential Standards
 - ✍ Alternate Assessment Formats
 - ✍ Supplemental Text



Moderate/Severe SDCs

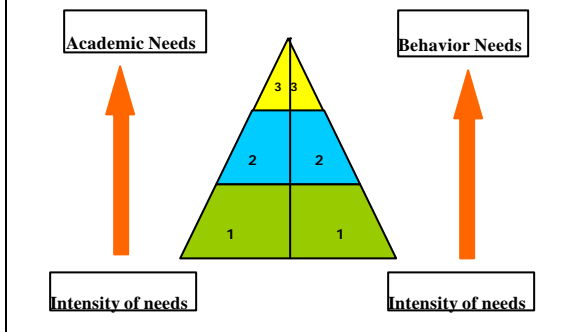
- ✍ Moderate/Severe Committee
- ✍ Students are the 1% of students who cannot participate in typical standardized assessment, even w/ modifications.
- ✍ Course Outlines are based on California Alternate Performance Assessment (CAPA) Standards
 - ✍ Func. Acad- ELA
 - ✍ Func. Acad- Math
 - ✍ Practical Living
 - ✍ Mobility/Transportation

It's About Every Ed...

Your Cheese Will Move...

- ✍ Become change agents rather than victims
- ✍ Use positive forces, blunt negative ones
- ✍ Perfect happiness and harmony don't exist
- ✍ Alliances and partnerships are major vehicles for change. *It is about relationships!*
- ✍ Make the best of your situation- learn to make lemonade out of onions...
- ✍ Repeatedly say "I love my job, I love my job, I love my job!"

What Does the Tiered Approach to Intervention Look Like At Your District? Site?



Where you can find this information...

- ✍ All Course Outlines and other information can be found on the district website:
- ✍ <http://www.lbusd.k12.ca.us/curriculum/Curriculum%20Services/specialedcurrleader.htm>
- or
- ✍ www.lbusd.k12.ca.us and go to Special Education Curriculum
