



Rye City School District School Board

# Improving Results for Students who Struggle

JUNE 11, 2013



DISTRICT  
MANAGEMENT  
COUNCIL

# A 2012 Special Education Opportunities Review identified five opportunities for cost-effectively improving results for students who struggle.

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## Special Education Opportunities Review Findings

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- 1 Create entry and exit criteria for general education support services for students who struggle
- 2 Provide more time on task with content expert instructors for students who struggle
- 3 Rethink the co-teaching model in terms of effectiveness and cost-effectiveness
- 4 Refine organizational roles and communication protocols for special education decision making
- 5 Implement a special education financial management system

# DMC is supporting the District in implementing three of the findings.

## Special Education Opportunities Review Findings

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- Building awareness
- Redesigning student and staff schedules
- Identifying eligible students
- Gathering input from staff
- Updating the fact base
- Implementing dmPlanning technology
- Designing internal procedures and practices

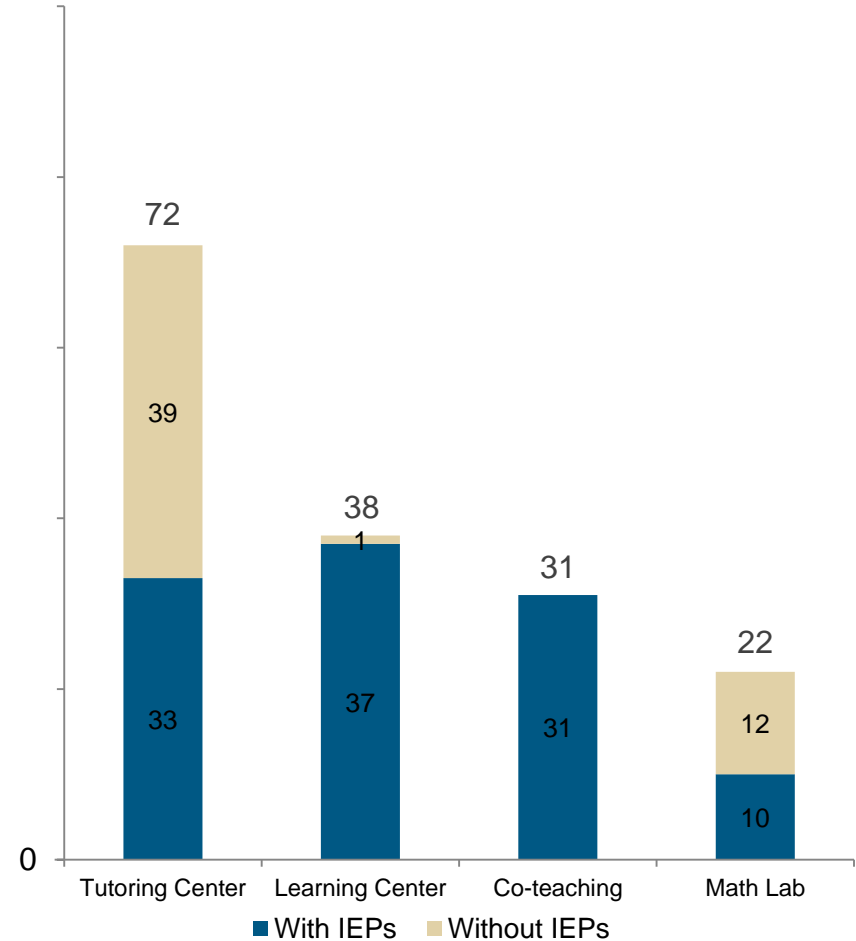
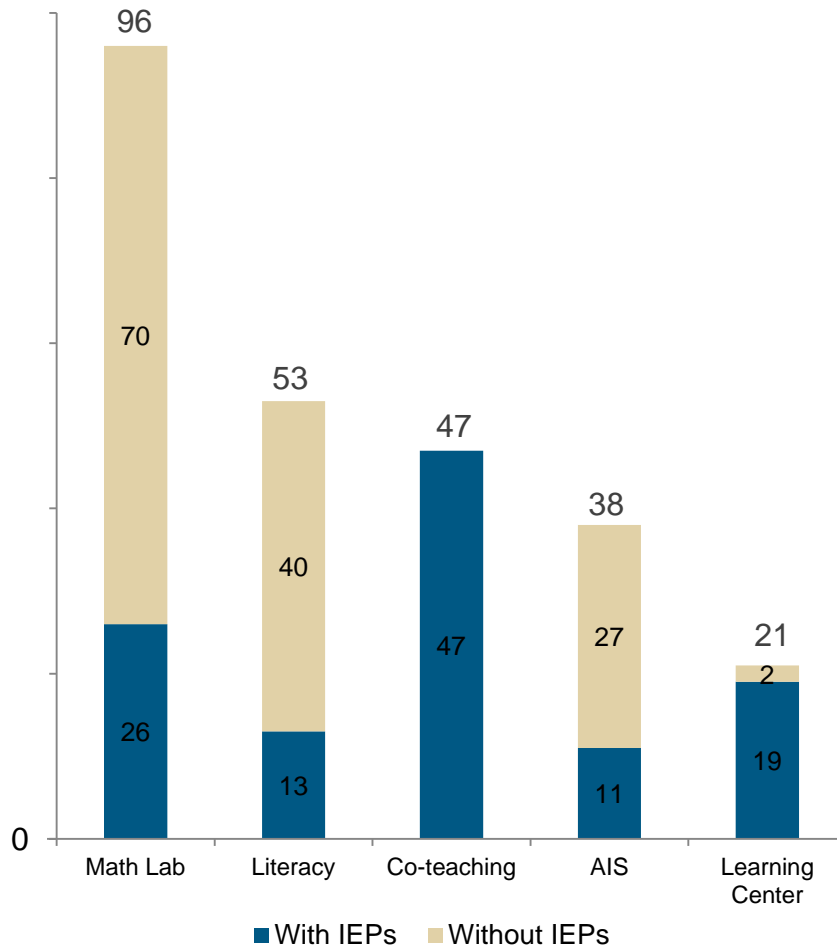
# Currently, the District offers a multitude of extra help options for struggling students with and without IEPs.

## Number of Struggling Students Enrolled in Extra Help Programs

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### Middle School

### High School



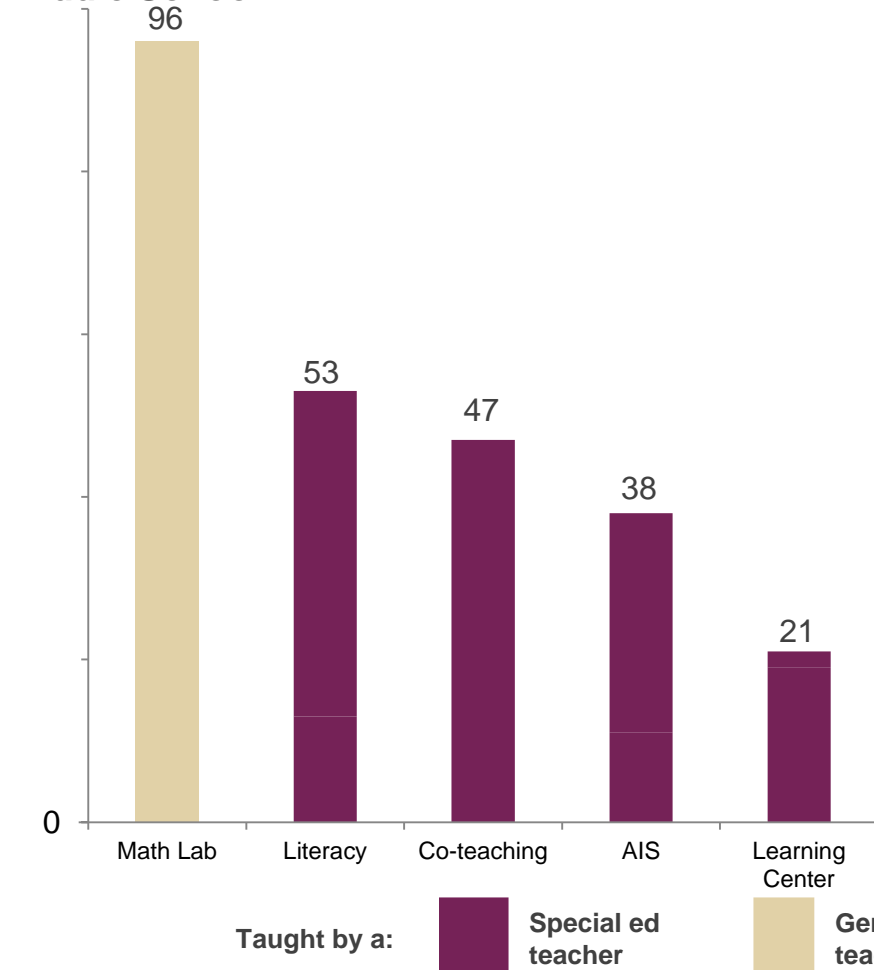
Note: This analysis refers to students who were enrolled in extra help classes during Quarter 1 of the 2012-2013 school year.

# Some options provide extra time on task with a content strong teacher, but some do not.

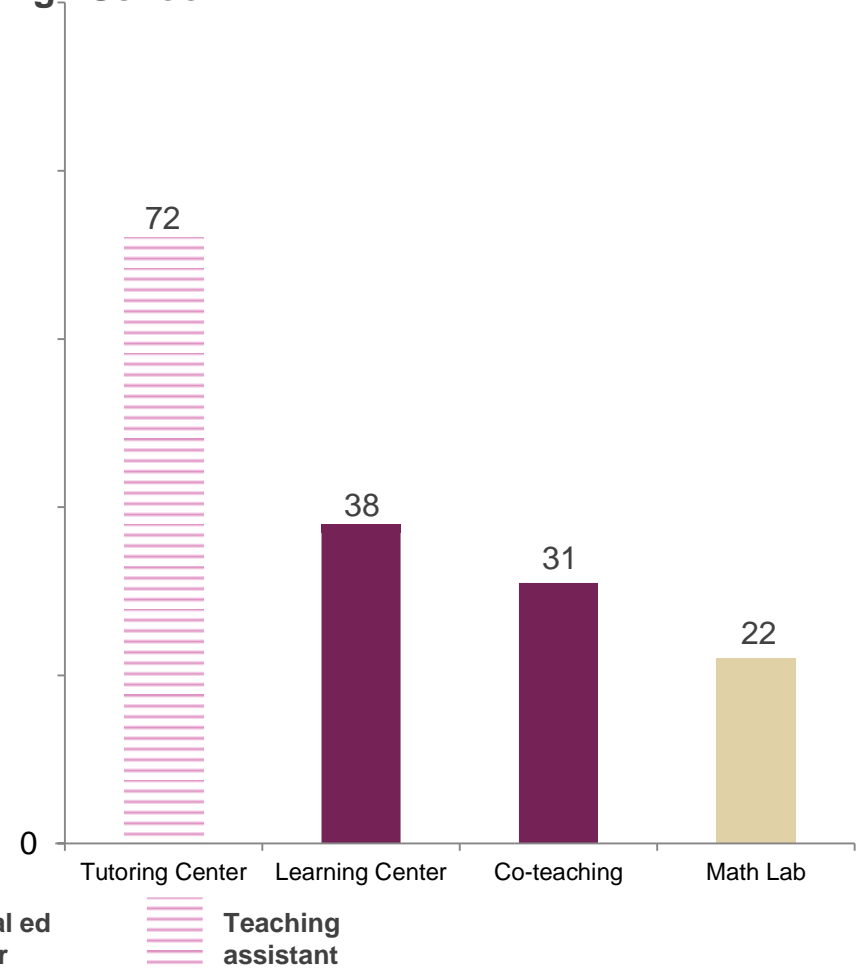
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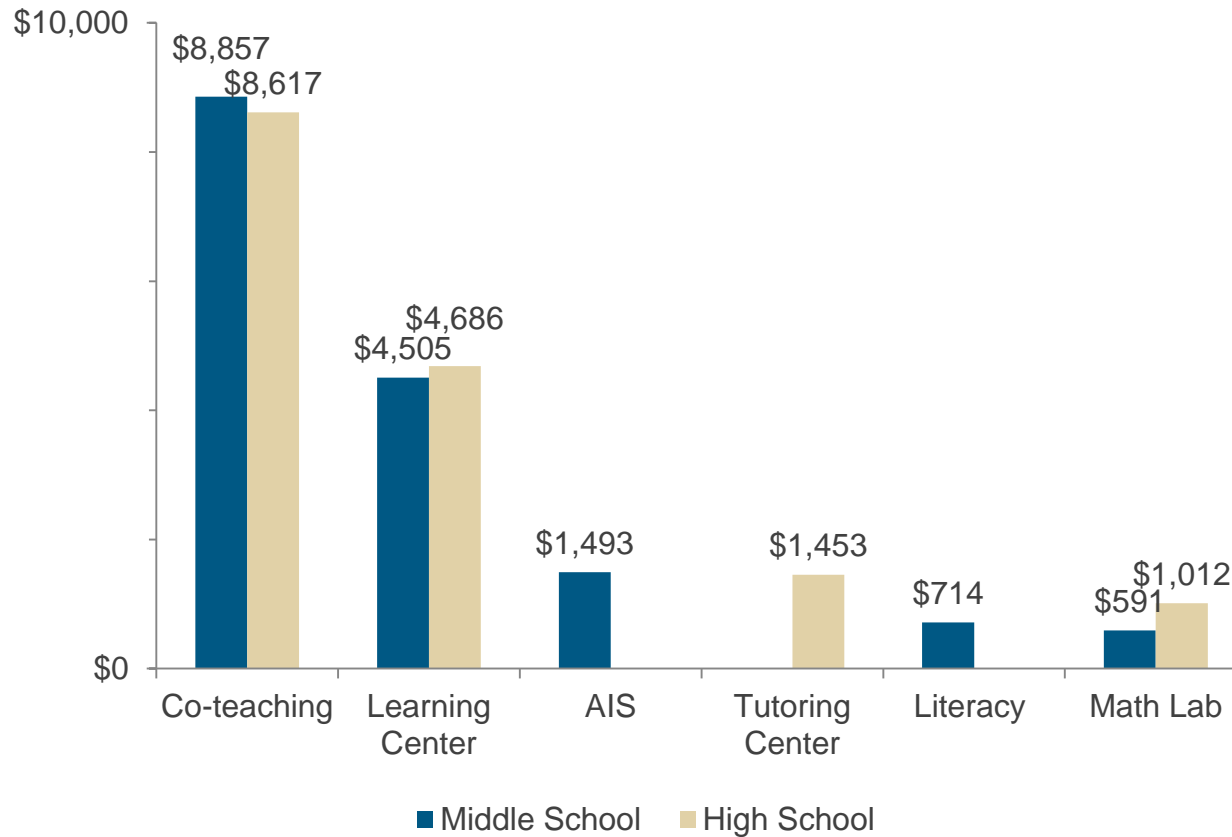


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# Some forms of extra help are more costly than others.

## Cost of Extra Help per Struggling Student Served

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Note: This analysis refers to students who were enrolled in extra help classes during Quarter 1 of the 2012-2013 school year.

# While many students are enrolled in extra help programs, many struggling students are not identified for extra help.

## Struggling Students Enrolled in Extra Help

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Struggling students who...	Receiving extra help	
	Middle School	High School
Scored a Low 3 or below (gr 6-8) or a 75 or below (gr 9-12) on state assessment	71%	26%
Failed core course/ final exam	78%	48%
All struggling students	81%	48%

- The District lacks common formative assessments to identify struggling students
- At the high school, some students decline extra help

**Note:** We defined struggling students as all students who are receiving extra help in Quarter 1 of this year, have failed one or more courses or final exams in Quarter 1 for this year or last year, or scored a Low 3 or below for grades 6-8 or a 75 or below for grades 9-12 on the most recent state assessment or Regents' exam. We identified 226 unique struggling students at the middle school and 225 unique struggling students at the high school.

# Many students are identified for more than one form of extra help.

## Enrollment of Struggling Students in Extra Help

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Number of extra help options	Struggling Students	
	Middle School	High School
1	128	67
2	39	28
3	15	11
4	1	2
More than one	55	41
Total number of struggling students enrolled in extra help	183	108

**30% of struggling students enrolled in extra help at the middle school and 40% of struggling students enrolled in extra help at the high school receive more than one form of extra help.**

Note: This analysis refers to students who were enrolled in extra help classes during Quarter 1 of the 2012-2013 school year.



## Many students with co-teaching on their IEPs also receive other forms of extra help.

### Enrollment of Struggling Students with Co-Teaching on IEPs in Extra Help

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Number of extra help options	Struggling Students in Co-Teaching	
	Middle School	High School
Co-teaching only	26	3
Co-teaching plus one	8	17
Co-teaching plus two	12	9
Co-teaching plus three	1	2
Total number of students with co-teaching on IEPs	47	31

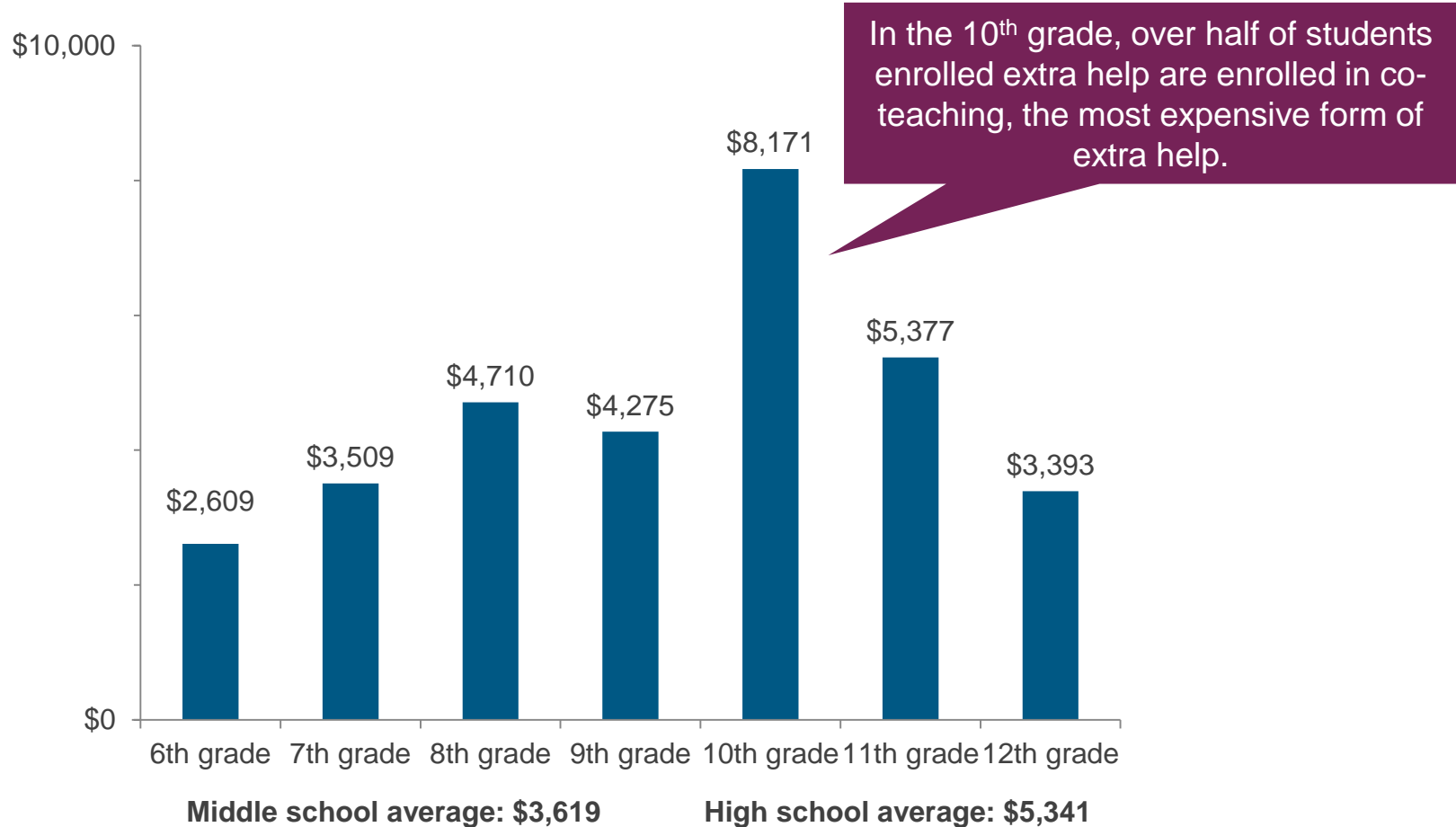
**45% of students in co-teaching at the middle school and 90% of students in co-teaching at the high school receive more than one form of extra help.**

Note: This analysis refers to students who were enrolled in extra help classes during Quarter 1 of the 2012-2013 school year.

# Because of the variation in extra help enrollment, the average cost of extra help per struggling student varies widely.

## Average Cost of Extra Help per Struggling Student Enrolled in Extra Help

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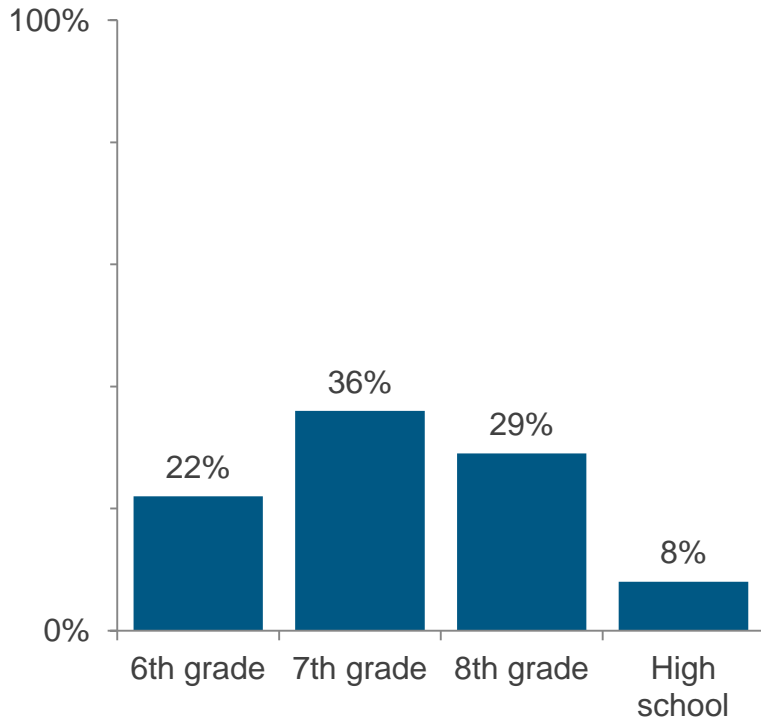


Note: This analysis refers to students who were enrolled in extra help classes during Quarter 1 of the 2012-2013 school year.

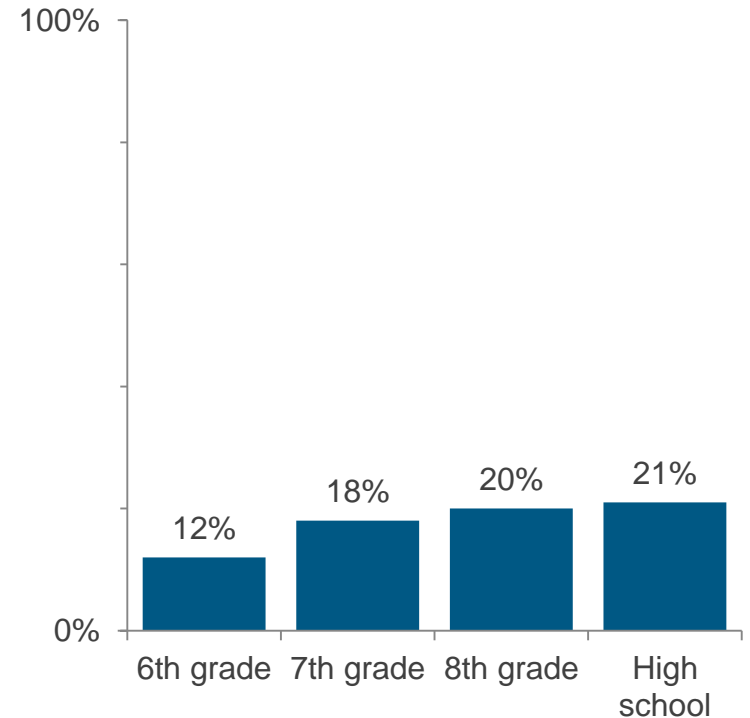
# The proficiency gap between struggling and non-struggling students is widest in grades 7 and 8 for ELA and grade 8 and high school in math.

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### ELA Proficiency Gap 2012 State Exams (Between non-struggling and struggling students)



### Math Proficiency Gap 2012 State exams (Between non-struggling and struggling students)



**Due to the lack of common formative assessments, state assessments are mainly used to measure the impact of extra help for struggling students.**

Note: We defined struggling students as all students who are receiving extra help in Quarter 1 of this year, have failed one or more courses or final exams in Quarter 1 for this year or last year, or scored a Low 3 or below for grades 6-8 or a 75 or below for grades 9-12 on the most recent state assessment or Regents' exam. Analysis for 6<sup>th</sup>-8<sup>th</sup> grades based on end of year state assessments in ELA and Math. Analysis for high school based on Regent's exams in English and Algebra.

# Over time, the current practices have not made a significant impact for students with IEPs.

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## Key Student Achievement Analysis Findings for Students with IEPs

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- **9% of current 9<sup>th</sup> graders with IEPs moved from scoring at non-proficient levels in 6<sup>th</sup> grade to proficient levels in 8<sup>th</sup> grade on state assessments in ELA**
  - No current 9<sup>th</sup> graders with IEPs declined in achievement levels in ELA
- **25% of current 9<sup>th</sup> graders with IEPs moved from scoring at non-proficient levels in 6<sup>th</sup> grade to proficient levels in 8<sup>th</sup> grade on state assessments in math**
  - 37.5% of current 9<sup>th</sup> graders with IEPs declined in achievement levels in math
- **Between 2007 and 2011, the achievement gap in the 7<sup>th</sup> grade has grown by 29 percentage points in ELA and 7 percentage points in math**
- **Between 2007 and 2011, the achievement gap in the 8<sup>th</sup> grade has grown by 41 percentage points in ELA and 36 percentage points in math**

# **A team of teachers and District and school leaders agreed to eight guiding principles for raising achievement of struggling students.**

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## **Raising Achievement for Students who Struggle at the Secondary Level**

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- 1 Make general education the preferred setting with content strong staff**
- 2 Embrace standards based education**
- 3 Provide extra time, a lot of extra time**
- 4 Maintain same standards in special education as general education**
- 5 Make extensive use of student achievement data which influences instruction**
- 6 Believe that students with special needs can achieve at high levels**
- 7 Foster collaboration between special education and general education**
- 8 Embed study skills in core classes**

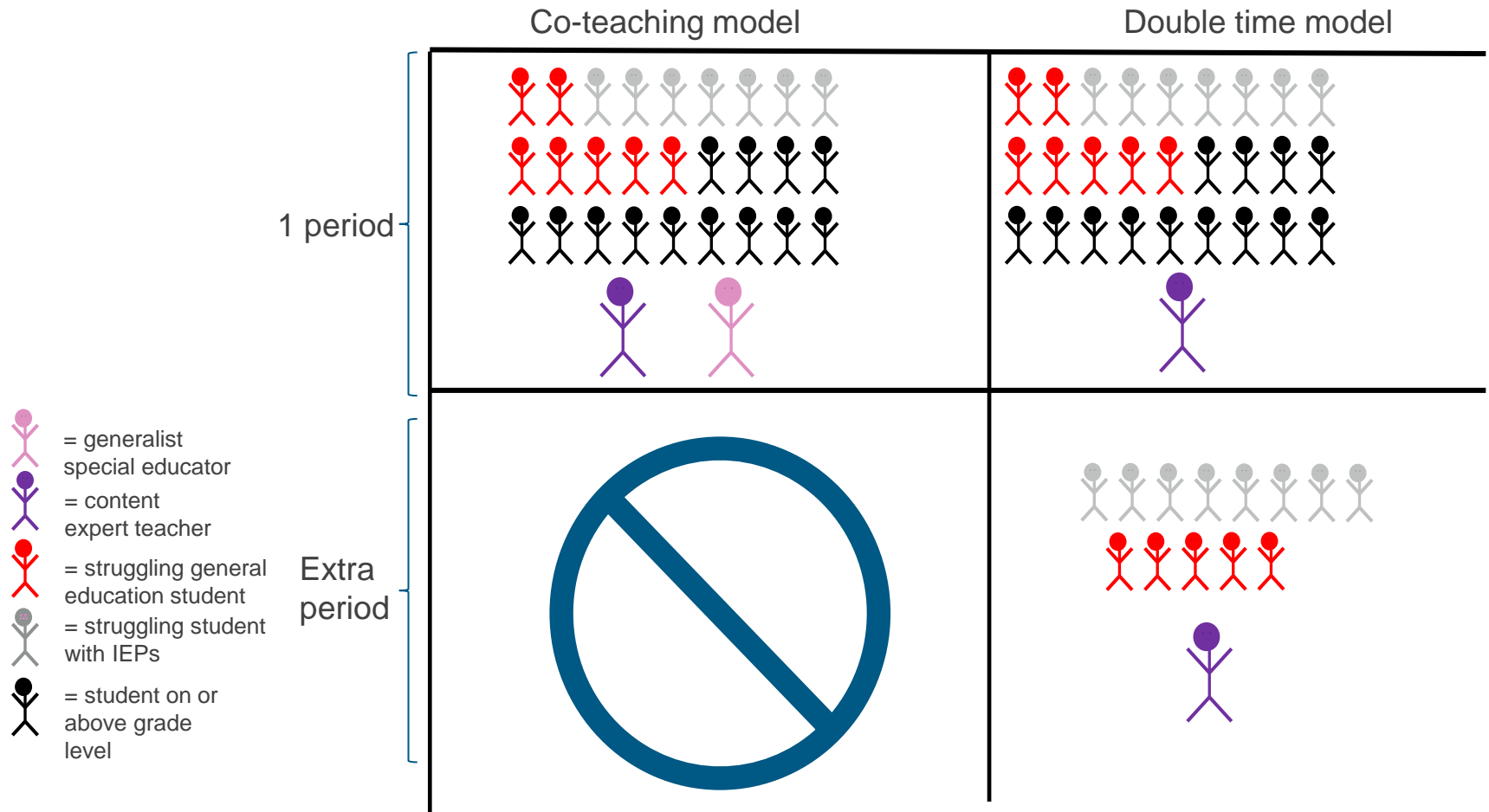


**These align with national best practices.**

# A double time model would allow the District to use its staff to increase learning time, serve more struggling students and raise achievement.

## Comparison Between Co-Teaching and Double Time Model

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**Given recent budget cuts, using staff effectively and efficiently is more important than ever.**

# Next year, the district will begin to implement the double time model in addition to other changes.

## SY 2013-2014 Changes for Supports for Struggling Students

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### Middle School

- **6<sup>th</sup>-8<sup>th</sup> grade double time**
  - One period a day of English Lab and Math Lab per grade
  - Staffed by content strong teachers
  - Approximately 60 students with and without IEPs served per grade
- **In science and social studies, instruction will be provided by general education teachers only**

### High School

- **9<sup>th</sup> grade double time pilot program**
  - One period a day of English Lab and Math Lab
  - Staffed by content strong teachers
  - Approximately 30 students with and without IEPs served
- **In science and social studies, instruction will be provided by general education teachers only**

# This is a strong start, but much work remains to embed and expand these ideas.

## Next Steps

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Create and codify entry and exit criteria for extra help

- Create common formative assessments for core subjects in all grades
- Use multiple measures, including common formative assessments, state assessments, and course failures to determine entry and exit criteria for extra help
- Use the measures in a systemic and systematic way to identify struggling students

Review staffing and scheduling at middle and high schools to free up funds to expand double time model

- Utilize outside scheduling experts to modify schedules
- Review workload and building assignments
- Refine based on lessons learned

Embed and expand dmPlanning technology

- Provide training and support for new Chief Financial Officer
- Establish systems and protocols to integrate the special education and business offices
- Prioritize and operationalize opportunities for greater efficiency



# Questions?

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