The National Institute for Urban School Improvement

CFDA: 84.326B The Urban Inclusion Technical Assistance Center

Quarterly Report:
Year Three Quarter One & Two
January 1, 2005 to June 30, 2005
Project Staff

- Lindsay Heath  Graduate Assistant
- Swati Jain  Graduate Assistant
- Carolyn Jefferson-Jenkins*  Professional Development Director
- Sherise Kerford  Meetings Coordinator
- Elizabeth B. Kozleski  Principal Investigator
- Jenn Light  On-line Professional Development
- Jean McDonald  Office Manager
- Deidre Magee  Professional Development and Technical Assistance
- Carolyn Ottke-Moore*  Events Planner
- Tamra Scheetz  Graduate Assistant
- Barbara Sparks  Evaluation Coordinator
- Kate Templeton  Marketing Support
- Wendy Wyman*  Evaluation Coordinator
- Anne Smith  Project Officer
- Shelley Zion  Associate Director

*Have moved on to other positions
Table of Contents

OVERVIEW....................................................................................................................4

CONTINUOUS IMPROVEMENT: INCREASE KNOWLEDGE AND UNDERSTANDING THROUGH EVALUATION OF CURRENT PRACTICE, CHANGE EFFORTS AND IMPACT.................................................................5

Objectives..................................................................................................................... .............................. 5
Summary of Quarter ............................................................................................................. 5
Accomplishments .............................................................................................................. 6
Next Steps..................................................................................................................... .............................. 7

RESEARCH AND DEVELOPMENT: SYNTHESIZE AND EXPAND RESEARCH-BASED PRACTICES FOR LINGUISTICALLY AND CULTURALLY DIVERSE STUDENTS.................................................................7

Objectives..................................................................................................................... .............................. 7
Summary of Quarter ............................................................................................................. 7
Accomplishments .............................................................................................................. 8
Next Steps..................................................................................................................... .............................. 9

PROFESSIONAL DEVELOPMENT: LEVERAGE CONTINUED IMPROVEMENT OF INCLUSIVE PRACTICES IN URBAN SCHOOLS THROUGH REGIONAL TECHNICAL ASSISTANCE PLANS, COLLABORATIVE WORK WITH LEADING URBAN DISTRICTS FOCUSING ON RESEARCH VALIDATED PRACTICES IN EARLY INTERVENTION, READING, BEHAVIOR, AND UNIVERSAL DESIGN ..........................................10

Objectives..................................................................................................................... ............................ 10
Summary of Quarter ............................................................................................................. 10
Accomplishments .............................................................................................................. 10
Next Steps..................................................................................................................... ............................ 11

NETWORKING AND DISSEMINATION: ENGAGE NATIONAL DISCOURSE IN LOCAL, PROFESSIONAL PRACTICE, AND POLICY COMMUNITIES ON IMPROVING EDUCATIONAL OUTCOMES FOR LINGUISTICALLY AND CULTURALLY DIVERSE STUDENTS....................................................................11

Objectives..................................................................................................................... ............................ 11
Summary of Quarter ............................................................................................................. 11
Accomplishments .............................................................................................................. 11
Next Steps..................................................................................................................... ............................ 12

PARTICIPATORY AND MULTI-METHOD EVALUATION..............................................12

Objectives..................................................................................................................... ............................ 12
Summary of Quarter ............................................................................................................. 12
Accomplishments .............................................................................................................. 12
Next Steps..................................................................................................................... ............................ 13

APPENDIX.....................................................................................................................13

2005 – 2006 GOALS FOR NIUSI SITES.................................................................14
Overview

The Institute expects to accomplish four outcomes through its efforts with schools and districts:

1. Increased numbers of students with disabilities served effectively in general education settings.

2. Increased use of research validated, culturally responsive practices in early intervention, reading, behavior, and universal designs for learning.

3. Increased numbers of inclusive schools with records of effective, achievement oriented, culturally responsive success with students with disabilities.

4. Increased number of effective improvement strategies for special and general education professional development and technical assistance that are unified and coherent across schools with in large, urban school districts.

Our work is predicated on the assumption that direct technical assistance for individual students and families will not be sufficient to influence changes in how districts, schools, and practitioners work so that inclusionary educational practices flourish in the nation's urban schools. Our work must help to build capacity through networking, technology, action research, information systems, professional development schools, model building, consensus building, and dissemination.

While we need to work with schools, and we will, our first priority was to engage in conversation with 11 urban districts. The following districts agreed to become Synergy Sites: Chicago, Clark County-Las Vegas, Denver, District of Columbia, Hacienda-La Puente, Houston, Long Beach, Miami-Dade, New York City Region 10 and District 75.

From our proposal agreements, Boston and Tucson decided not to participate due to internal changes in goals and senior personnel changes. Tampa and Seattle agreed to participate but have done so on a limited basis. Our work with these Synergy Sites and the local educational agencies must be linked to a national dialogue about the inclusion of students with disabilities in the general education standards-based curriculum and assessment. Further, the work that is done in each site must
include dissemination of accessible, research-based products that reach families, students, and educators in all our urban areas.

Ultimately, it is the leadership of practitioners and families in schools, informed by each other's work and the challenge of high standards for all students that will improve our nation's urban schools. Yet, without a systemic framework to guide this work and align available resources in novel and effective ways, the move from pockets of excellence to large-scale reform will not occur. This is a race against time for the educational welfare of this generation of public school students amidst the political realities of a public crisis of confidence in public school performance.

In the following sections, we outline our progress towards the Institute's five goals, our conversations with the Synergy Sites, and a report of products that were produced in the first and second quarters of 2005.

**Continuous Improvement: Increase knowledge and understanding through evaluation of current practice, change efforts and impact.**

**Objectives**
- Collaborate with 13 Synergy Sites
- Develop a web-based, sensitive and responsive continuous improvement cycle
- Assist Synergy Sites in developing annual and triannual cycles of improvement

**Summary of Quarter?**
The work of the Continuous Improvement Core Team has focused on responding to the differing professional development needs of the nine Synergy Sites currently involved with the Project through a variety of technical assistance.

The nine Synergy Sites are: Chicago Public Schools, Clark County Schools in Las Vegas, Denver Public Schools, Cincinnati Public Schools, District of Columbia Schools, Hacienda La Puente Unified School District, California, Houston Independent School District, Miami-Dade County Public Schools, and New York, Region 10 and District 75. These districts and schools receive in-depth monthly coaching and mentoring along with national meetings, site visits, problem solving sessions, leadership academies, a variety of tools and materials developed through the Project and targeted assistance with locally identified issues related to a data-based, continuous improvement approach for inclusive practices.

The Online Data Team, led by David Gibson, made significant changes in the first quarters of 2005. The data request form was edited to include Least Restrictive Environment (LRE) and new academic information, new site navigation tools were added, and a page was added for tracking the status of data files. The “Flash” tour of the data maps was completed and edited twice. Second rounds of data came in from district sites and new follow-up procedures were established so that data people in districts can more easily communicate directly with project’s Online Data Team.
Accomplishments
Assisted Synergy Sites with progress on Project work plans (see Appendix: 2005 - 2006 Goals for NIUSI Sites).

Completed School Profiles and District Profiles of Synergy Sites which will be uploaded to the Project website at http://www.niusi.org.

Completed migration of website to a new server. As a result of the move there are no hit counts at this time.

The Online Data Team provided support to NIUSI project staff on the use of the online campus, the e-folio and the data site.

The on-line library was re-coded for better searching and display. Entries were edited and shortened to conserve space. Over 5,300 resources are currently available.

Conducted and/or participated in 14 Technical Assistance Events including 3 Synergy Site Meetings.

- Synergy Site Meeting- held in Miami- included school site visit, emphasis on district level commitment and visibility, partnership planning and networking.
- Synergy Site Meeting, Washington DC, included updates of individual district progress planning of activities for 2005-2006
- Synergy Site Meeting in Denver included professional development in cognitive coaching and distribution of prototype NIUSI Toolkit.

Conferences

<table>
<thead>
<tr>
<th>Conference</th>
<th>Date</th>
<th>Who attended</th>
<th>Presentation or Networking</th>
<th>Presentation title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIUSI Synergy Site Liaison Meeting</td>
<td>Jan 27-28</td>
<td>NIUSI Staff, Synergy Site Liaisons, RRC representatives</td>
<td>TA Presentations, Networking</td>
<td>District level commitment, Partnership planning, Schoolsite visit.</td>
</tr>
<tr>
<td>NIUSI Synergy Site Liaison Meeting</td>
<td>May 5-6</td>
<td>NIUSI staff, Synergy Site Liaisons, RRC representatives</td>
<td>TA Presentations, Networking</td>
<td>Synergy Site Presentations, Evidence-Based Practices, Site Planning for 2005-2006</td>
</tr>
</tbody>
</table>
NIUSI Synergy Site Liaison Meeting  
June 30-July 1

NIUSI staff, Synergy Site Liaisons, RRC representatives, TA & Networking

Goal setting & Strategies for Success Assessing, Coaching & Building Leadership Teams.

### Next Steps

- Priorities for the next three months include analysis of Least Restrict Environments (LRE) data with Miami, Las Vegas, and Denver, collecting new round of data from Chicago and collecting initial data from Cincinnati and Washington D.C.
- Exploratory analysis of importance of the initial school integration finding and creation of a new national aggregation statistical analysis on poverty.
- The On-line team efforts will also include updating the Data Status Tables, deploying a new interactive framework to make the Data Maps more dynamic. Adding trend data for relative risk compared with teacher certification. Adding a new feature called “Calculate Your Own” which will calculate data for user districts and states.
- The NIUSI Toolkit of continuous improvement materials for school level practitioners will be sent to partnership schools, through the site liaisons, for the 2005-2006 school year. The target date for delivery to school sites is the end of August.

### Research and Development: Synthesize and expand research-based practices for linguistically and culturally diverse students

#### Objectives

- Using a conceptual framework for analysis & synthesis of available information
- Produce and update an accessible series of synthesis products and working papers
- Produce products grounded in the work of participating SEA and LEAs achievements
- Create materials and products and test research-based strategies

#### Summary of Quarter

The Research and Development Core Team has been busy with a number of tasks related to the development of research-based instruments and tools to be used in technical assistance and the change process.

On Points, developed by research scholars from a variety of universities on topics of interest to educators, parents and policy makers, is an ongoing series of materials at various stages of development. So far this year, topics under development include Inclusive Education in Urban Schools, Student Voice and Engagement, Teacher Quality,
Teachers Reflections, Sustaining Innovation, School Choice, Universal Design, Funds of Knowledge/Cultural Knowledge and Urban Schools: Referral, Identification and Instruction.

Other research and development work accomplished in the first two quarters of 2005 include developing a prototype for the NIUSI Toolkit, reviewing literature for all of the elements of the Systemic Change Framework. and developing Rubrics for the Systemic Change Framework.

**Accomplishments**

- Finalized protocol for testing the reliability and validity of the Culturally Responsive Assessment Tool. LEAs and SEAs have been asked to nominate schools to pilot the instrument.
- Conducted a literature review of the elements of the Systemic Change Framework and developed a set of rubrics for the framework.
- Identified, confirmed and established agreements with various university researchers for On Point topics to be produced during the year.

**Publications**


Conferences

<table>
<thead>
<tr>
<th>Conference</th>
<th>Date</th>
<th>Who attended</th>
<th>Presentation or Networking</th>
<th>Presentation title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERA</td>
<td>April, 2005</td>
<td>Alfredo Artiles, Eliz. Kozleski, David Gibson &amp; M. Knapp</td>
<td>Both</td>
<td>Re-presenting urban landscapes of practice: Artifact design to address minority disproportionality in Special Education.</td>
</tr>
<tr>
<td>AERA</td>
<td>April, 2005</td>
<td>W. Wyman &amp; Eliz. Kozleski</td>
<td>Both</td>
<td>A study of the practices of teachers prepared in two preparation programs.</td>
</tr>
<tr>
<td>AERA</td>
<td>April, 2005</td>
<td>E. Kozleski, P, Englebrecht, R. Hess, I. Eloff, &amp; E. Swart</td>
<td>Both</td>
<td>A cross cultural study of inclusion and its impact on families and student with disabilities.</td>
</tr>
<tr>
<td>Chicago Grant Study</td>
<td>April 18</td>
<td>E. Kozleski</td>
<td>Networking</td>
<td></td>
</tr>
<tr>
<td>Annual Leadership Conference IDEA</td>
<td>March, 2005</td>
<td>Kozleski, E. B., Garafalo, C., Jones, J. &amp; Binford, B</td>
<td>Both</td>
<td>Improving the Performance of Students with Disabilities in Reading City School District</td>
</tr>
<tr>
<td>Annual Leadership Conference IDEA</td>
<td>March, 2005</td>
<td>Bollmer, J. &amp; Kozleski, E. B.</td>
<td>Both</td>
<td>Disproportionality</td>
</tr>
</tbody>
</table>

Next Steps
- Complete development and editing of all On Points products currently in progress.
Pilot a draft of the Accreditation Tool.
Complete On line Library Redesign.

**Professional Development:** Leverage continued improvement of Inclusive Practices in Urban Schools through regional technical assistance plans, collaborative work with Leading Urban Districts focusing on Research Validated Practices in early intervention, reading, behavior, and Universal Design

### Objectives
- Support knowledge use thru Virtual & Real-Time symposia and Leadership Academies.
- Professional Development Planned and Personalized
- Online Mentoring and Critical Feedback: Our Professional Learning Portfolio (PLP)

**Summary of Quarter**
The work of the Professional Development Core Team focused on reformatting Professional Development Leadership Modules to NIUSI Project standards (initially produced under a contract with Delaware). To date three modules have been completed. These include Building Leadership Teams, Mining Data, and Inclusive Schools.

In progress modules include Universal Design for Learning, Co-Teaching and Reporting Student Progress. Each module consists of several Academies.

**Accomplishments**
- Redesigned and reformatted Leadership Modules. Three modules are completed and available for use. Three modules are still in progress and under revision.
- Participated in Washington D.C. Principal’s Leadership Academy- 4 day professional development on Building Leadership Teams (BLT), Continuous Change and Planning. The event included site visits to schools.
- Delaware Train the Trainer workshops were conducted on the Inclusive Schools Initiative.
- Leadership Academies were held in Clark County, Las Vegas; Hacienda La Puente; Denver; Washington, D.C.
- Site visit to California, Hacienda La Puente Unified School District was conducted

**Conferences**

<table>
<thead>
<tr>
<th>Conference</th>
<th>Date</th>
<th>Who attended</th>
<th>Presentation or Networking</th>
<th>Presentation title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s Leadership Academy (Washington DC)</td>
<td>Jan 11-14</td>
<td>NIUSI staff &amp; state educators</td>
<td>Presentations</td>
<td>Building Level Teams, Change and Planning, Professional Learning Communities</td>
</tr>
</tbody>
</table>
Next Steps

- In the next three months the Core Team will complete work on redesign and new format of modules Universal Design for Learning, Co-Teaching and Assessing and Reporting Student Progress modules and their multiple Academies.
- Site visits are being scheduled.
- 11 Leadership Academies, led by NUSI staff, are scheduled for August.

Networking and Dissemination: Engage national discourse in local, professional practice, and policy communities on improving educational outcomes for linguistically and culturally diverse students.

Objectives

- Develop a strategic cycle for the Center’s products and events
- Design, develop and maintain a technology infrastructure for the Institute
- Use the Center’s technology infrastructure to collaborate

Summary of Quarter

The Networking and Dissemination Core team created a communications plan that focuses on our varied audiences including districts and schools, RRCs and other TA groups, parents, students and teachers in order to reach them more effectively. The main objectives of the communications plan are to increase visibility for the project, and position NIUSI as a leader in research, evaluation and technical assistance that benefits all students.

Accomplishments

- Revised communications plan to broaden dissemination of information to a wider audience of educators, policy makers, and advocacy groups.
- Created distribution lists of relevant organizations, media contacts, advocacy groups, publishers, and higher education organizations that we can network with and build relationships.
- Identified dissemination outlets including as listservs, professional associations, websites, etc. for project materials and events notification.
- Hired web designer who will facilitate and assist staff in branding NIUSI materials and products and maintain the Institute website.
- NIUSI homepage changed addresses and is transitioning to the new webserver.
- Distributed 500 copies of *TASH Connections*, January/February 2005 issue, in which PI, Elizabeth Kozleski and Project Officer, Anne Smith along with Diane Ferguson’s article Paths for change: Framework and inclusive schools appeared.
- Designed new bookmarks and banners for disseminating information about the Project’s website tools and resources.
- Two National Inclusive School Week (NISW) teleconferences were held.
- NISW videoconference with Howard Gardner was facilitated.
✓ Participated in NISW panel on inclusive practices.
✓ Education For All Week (week of October 14, 2005)
  o Developing materials for the event
  o Seeking community partners, such as local libraries and bookstores to hold Community Conversations.

### Conferences

<table>
<thead>
<tr>
<th>Conference</th>
<th>Date</th>
<th>Who attended</th>
<th>Presentation or Networking</th>
<th>Presentation title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA&amp;D Conference</td>
<td>June 6-7</td>
<td>E. Kozleski</td>
<td>Networking</td>
<td></td>
</tr>
<tr>
<td>Cultural Responsiveness Sopris Educational Publications</td>
<td>June 17</td>
<td>E. Kozleski</td>
<td>Networking</td>
<td></td>
</tr>
</tbody>
</table>

### Next Steps

- The Core Team will finalize awareness materials for Education For All Week which include identifying distribution processes; establishing a website for the event and sending out press releases to Synergy Sites and others.

### Participatory and Multi-Method Evaluation

#### Objectives

- Evaluate Impact

#### Summary of Quarter

The Evaluation Core Team completed the task of compiling baseline data in the form of Partner district and school profiles. A total of 125 schools and 9 partner school district reports are in the final phase of review by the Partner sites. Upon completion of this process all reports will be posted on the Project webpage. Each profile consists of data gathered from a broad spectrum of sources including the district’s website, the US Department of Education website, The Edison schools website, the Census websites and the National Center for Educational Statistics (NCES) website. Additionally, site liaisons assisted by reading through working drafts and updating information as needed. Each school profile contains information on School Organizational Efforts, Professional Effort, and Student Learning and Effort. District profiles contain an Introduction, The Policy Environment, The Community, and The District with subcategories including systemic infrastructure and organizational support, resource development and allocation, district and community partnerships, inquiry practice, student services, and culture of renewal and improvement. National Institute staff developed and updated information as necessary including Carolyn Jefferson-Jenkins, Wendy Wyman, and Tamra Scheetz.

#### Accomplishments

- Completed and published the 3 + 2 Report
- Produced 125 school profiles and 9 district profiles.
Conferences

<table>
<thead>
<tr>
<th>Conference</th>
<th>Date</th>
<th>Who attended</th>
<th>Presentation or Networking</th>
<th>Presentation title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIUSI Advisory Board Meeting</td>
<td>May 4-5</td>
<td>E. Kozleski &amp; NIUSI staff</td>
<td>Consulting &amp; Networking</td>
<td></td>
</tr>
</tbody>
</table>

Next Steps

- The future focus of the Evaluation Core Team is to develop and submit regular Quarterly Reports in a timely manner.
- Assist Houston Independent Unified School District in evaluating and interpreting needs assessment data collected from ARD/IEP Instructional Service Delivery staff.

APPENDIX A

2005 - 2006 Goals for NIUSI Sites