



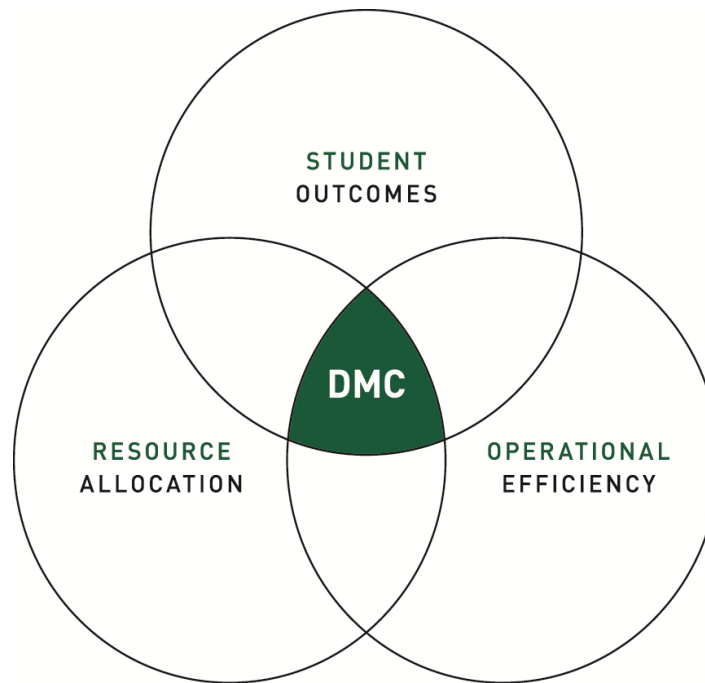
# District Management Council

Improving the Effectiveness, Cost-effectiveness, and Equity of Special Education (and General Education) Services Using DMC's Web-based Technology Solutions and Support Services

# The District Management Council (DMC)'s mission is to achieve systemic improvement in public education.

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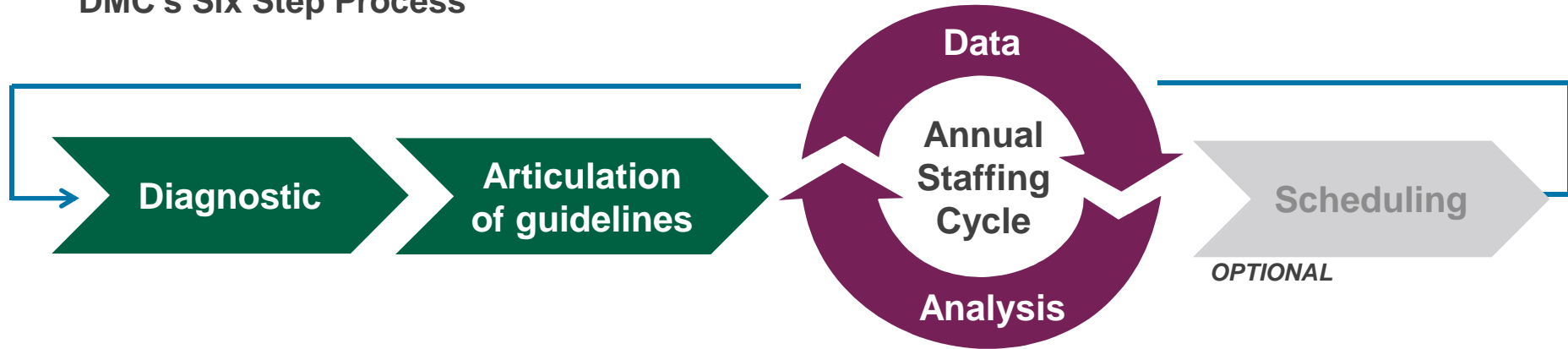
DMC was founded in 2004 to help school districts address their most pressing and important challenges.



Everything DMC does is underpinned by three key aims: raise student outcomes, improve operational efficiency, and allocate resources more effectively.

## DMC has a six step process for improving outcomes for struggling students.

### DMC's Six Step Process



**1** Build understanding of the services currently provided to all struggling students

**2** Create guidelines for best practice service delivery models

**3** Create guidelines for staffing

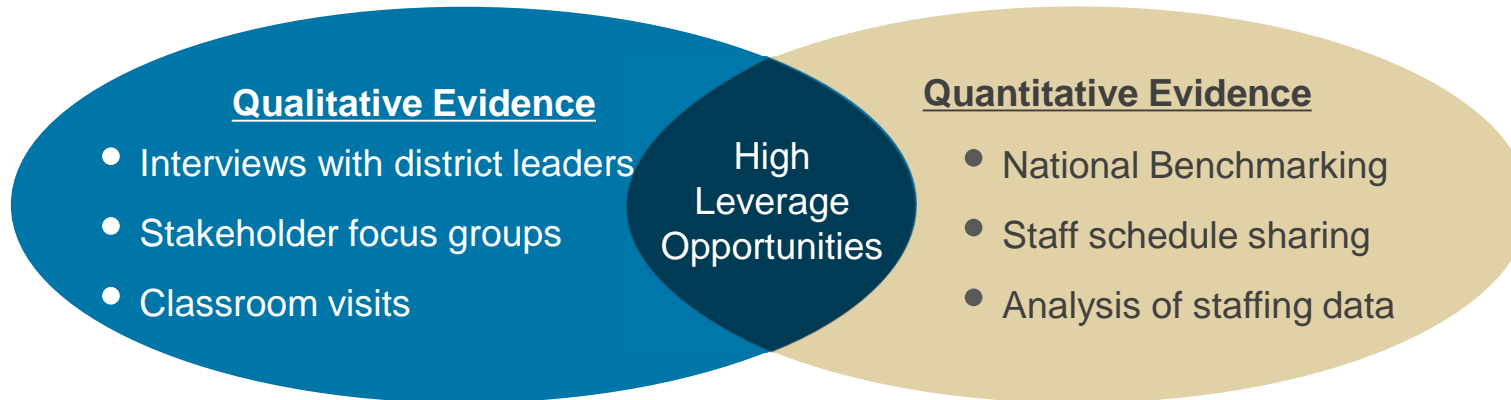
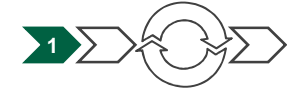
**4** Establish staffing needs in each school

**5** Manage staffing throughout the year based on changes in student needs

**6** Create staff schedules that are equitable and adhere to best practices

# The diagnostic phase combines qualitative research with robust data analysis to better understand how struggling students are supported.

## Components of the Diagnostic Phase



### Interviews, focus groups and visits will:

- Capture current service delivery models
- Compare/contrast current models to best practice
- Help determine equity of staffing

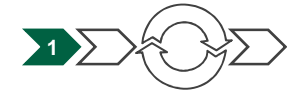
### Schedule sharing and staffing data analysis will:

- Provide granular detail how staff use their time
- Analyze time allocation:
  - Student services vs. administrative tasks
  - Topics/content areas
- Assess staffing patterns (e.g., caseload, group size)
- Determine variation/consistency between staff with like roles

### **Potential Audiences for Focus Groups or Schedule Sharing**

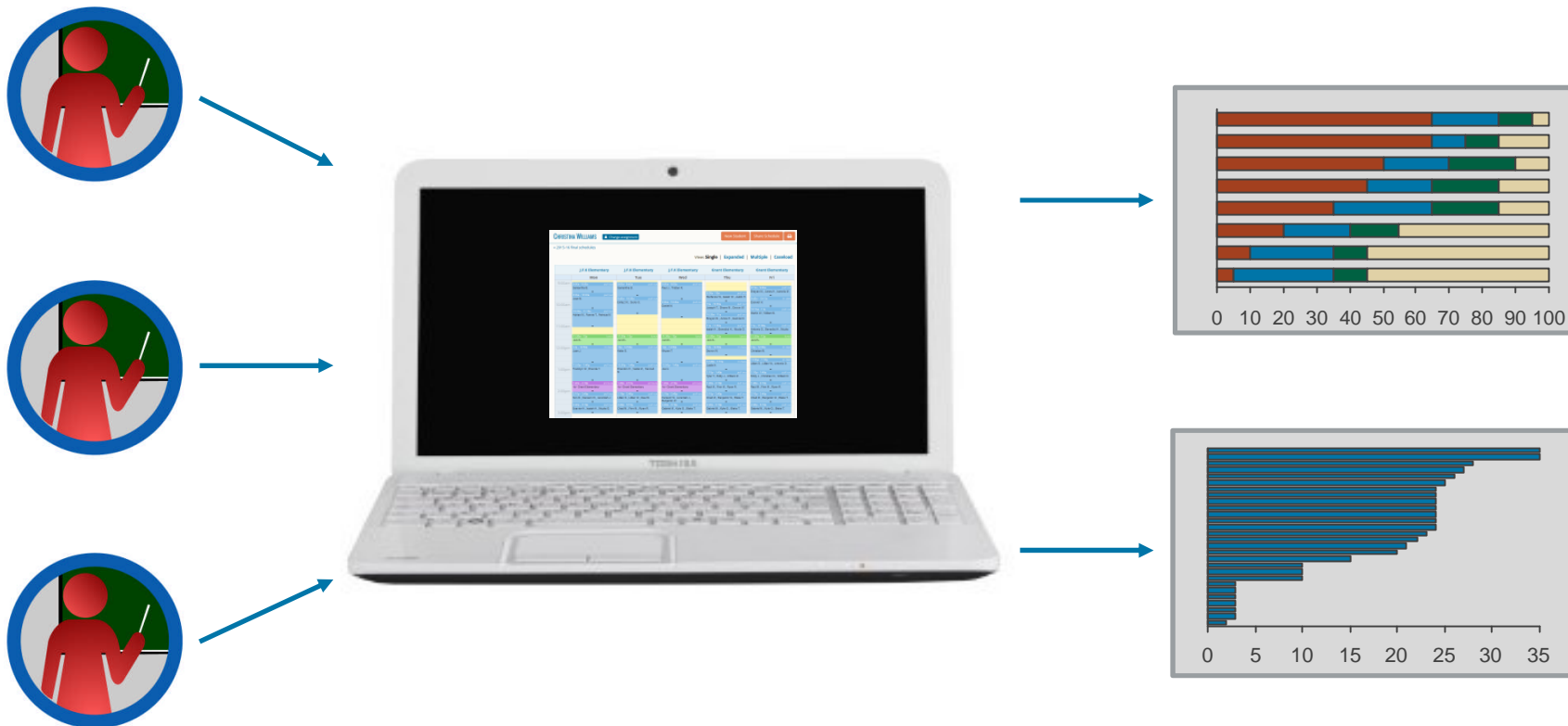
- Special and general education teachers, reading teachers, and paraprofessionals
- Related Services, School Psychologists, and Counselors
- District and building administrators
- Parents

DMC will use a web-based technology system to collect schedules for a typical week from staff members to deeply understand how students are supported.



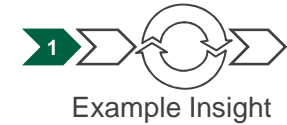
1. Special education and general education staff enter their weekly schedule into the web-based technology tool

2. DMC analyzes schedules, highlights trends, and draws conclusions



# The technology provides insight into the service delivery models being used in the district to support struggling students.

## Analysis of Role of Paraprofessional for Special Education Students

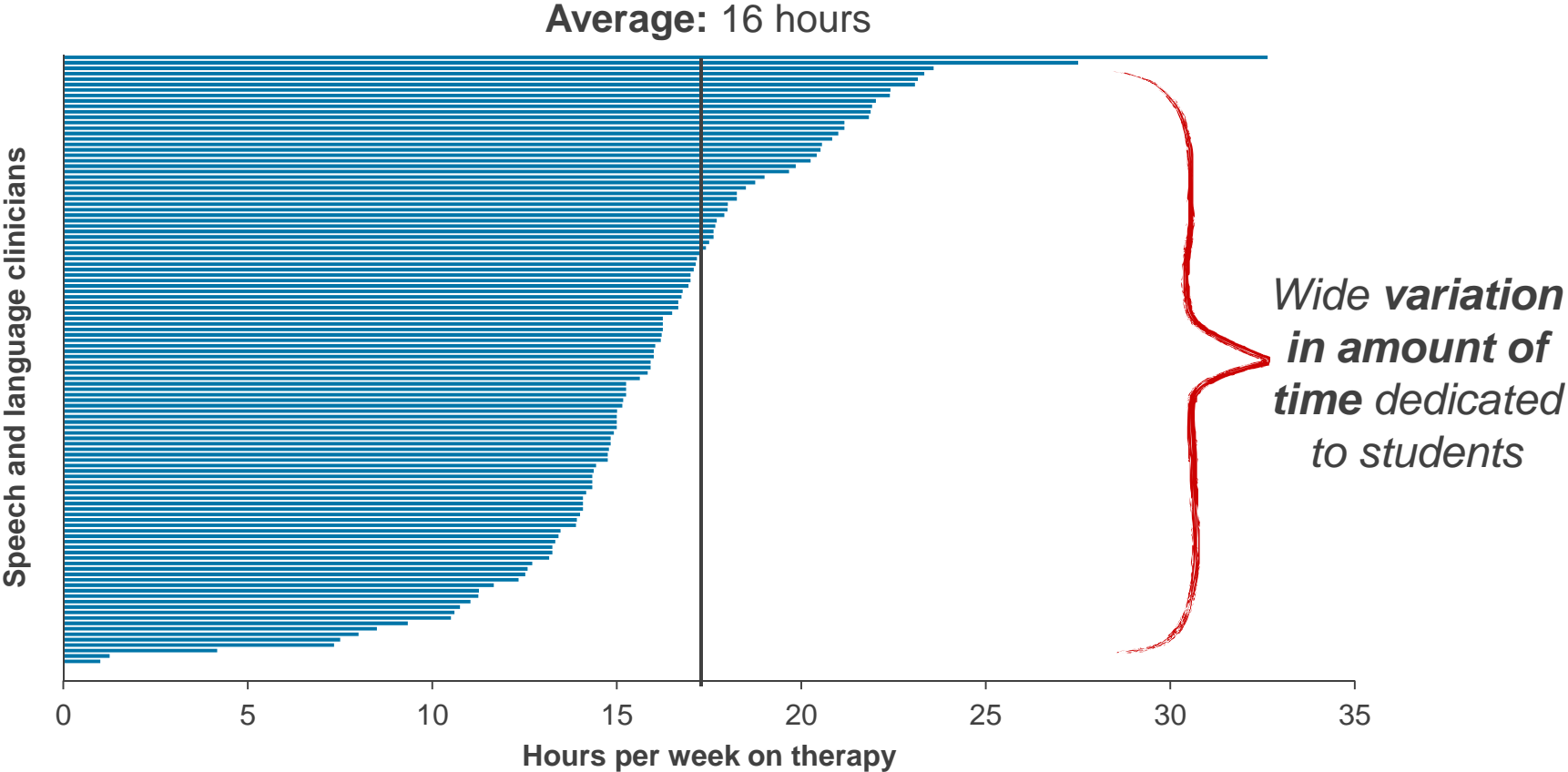
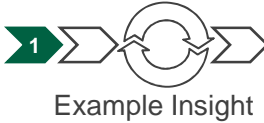


	Paraprofessional's Activity	Students with severe cognitive disabilities	Students with mild learning disabilities
<b>Direct Service</b>	Reading support	10%	30%
	Math support	2%	21%
	Other academic support	3%	8%
	Inclusion support	45%	5%
	Behavior support	15%	10%
	Medical monitoring	5%	0%
	<b>Total Direct Service:</b>	<b>80%</b>	<b>74%</b>
<b>Indirect Service</b>	School duties	0%	10%
	Planning	2%	2%
	Lunch	8%	8%
	Parent communication	6%	2%
	Other	4%	4%
	<b>Total Indirect Service:</b>	<b>20%</b>	<b>26%</b>

More than half of paraprofessionals' time is spent providing academic support, which conflicts with best practices

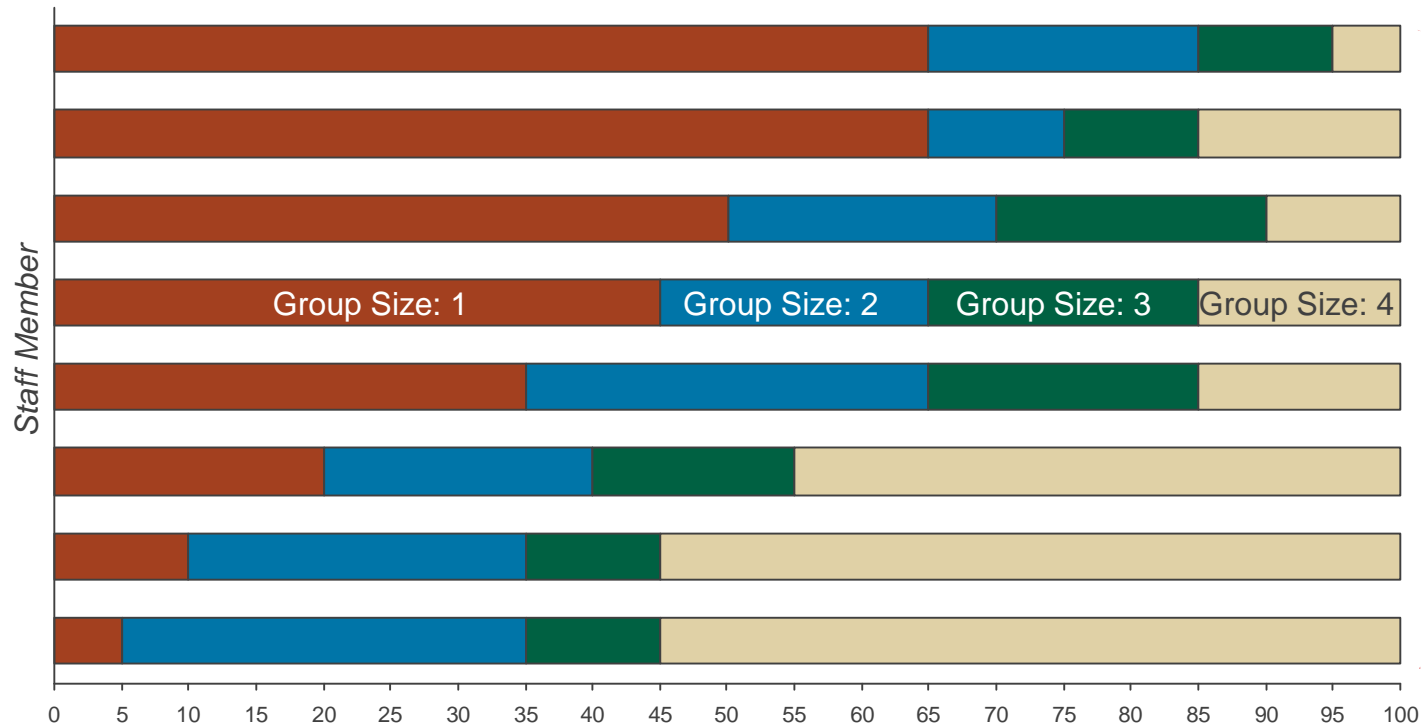
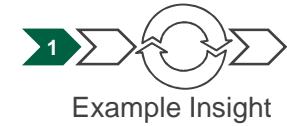
The districts get insight into the amount of time spent by staff with students as opposed to time in meetings, on paperwork, etc.

Speech and Language Therapists Time with Students Each Week



## The technology also provides insight into how students are grouped.

### Analysis of Number of Students Served at Once



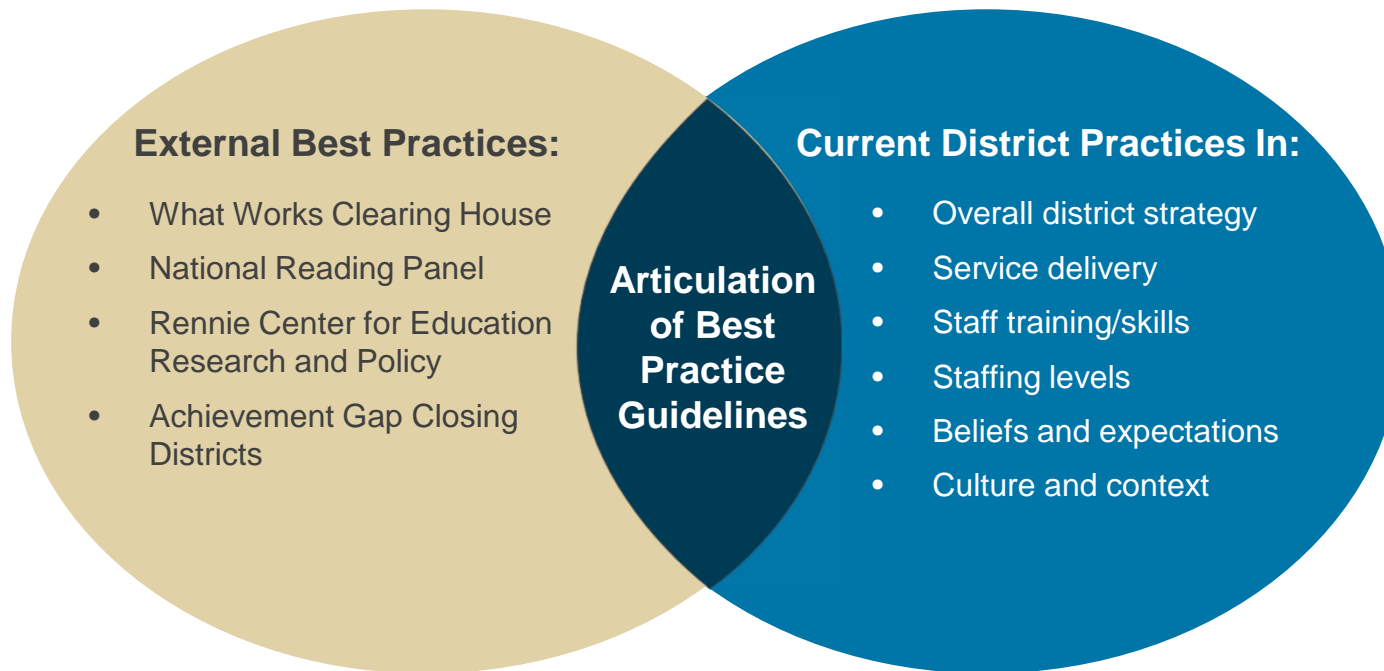
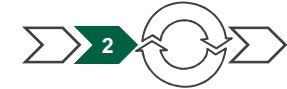
Similar students experience different group sizes **despite** having similar needs

The different colors indicate the percentage of time that a staff member spends working in various group sizes, such as: 1-on-1, groups of 2, 3, etc.



**DMC will outline the approaches that will most effectively and cost effectively serve struggling students based on best practice research, district strategy, and culture.**

**Developing Best Practice Guidelines**



**DMC will share best practice research, facilitate thought provoking conversations, and provide a forum for school and district leaders to discuss and explore best practices.**

## DMC's best practice research covers a wide range of topics.

### Areas of DMC Research



#### Academics

- ✓ Elementary Reading
- ✓ Secondary Reading
- ✓ Math and English Remediation
- ✓ Serving Students with Severe Needs
- ✓ Roles of Paraprofessionals

#### Behavior

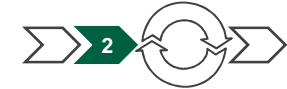
- ✓ Behavior Support and Management
- ✓ Social and Emotional Supports and Counseling
- ✓ Discipline principles and practice
- ✓ Prevention Strategies

#### Operations & Management

- ✓ IEP and Case Management
- ✓ Organizational Structure
- ✓ Meetings and Paperwork

For example, these 10 best practices are common elements of effective reading programs.

A System for Effective Elementary Reading Program



National Reading Panel &  
What Works Clearinghouse

Standards

- 1 Clear and rigorous grade-level expectations
- 2 Identification of struggling readers beginning in kindergarten
- 3 Frequent measurement of achievement

Core Instruction

- 4 At least 90 minutes / day of balanced core instruction
- 5 Explicit teaching of phonics and comprehension

Intervention

- 6 At least 30 minutes / day extra time for all struggling readers
- 7 Tight connection of remediation to core instruction

Effective Teaching

- 8 Highly skilled and effective teachers of reading

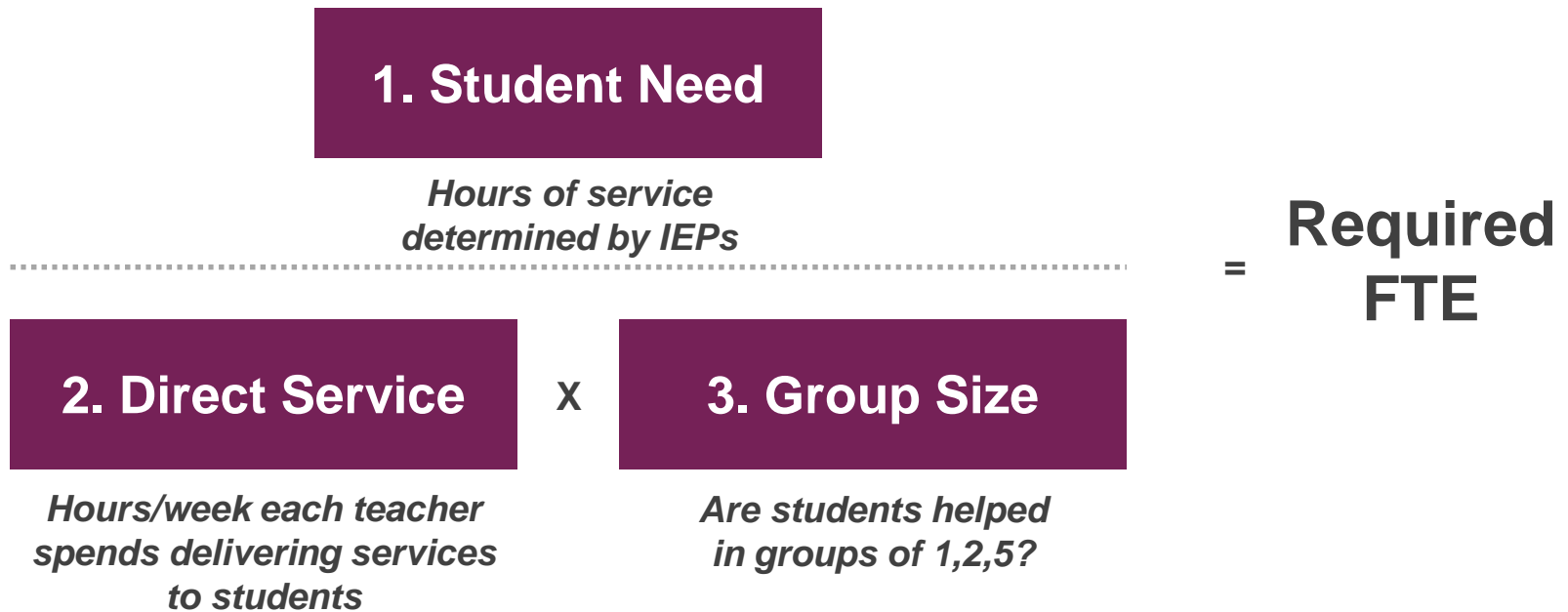
DMC

Management

- 9 Put one person in charge of reading
- 10 Use instructional coaching and professional development

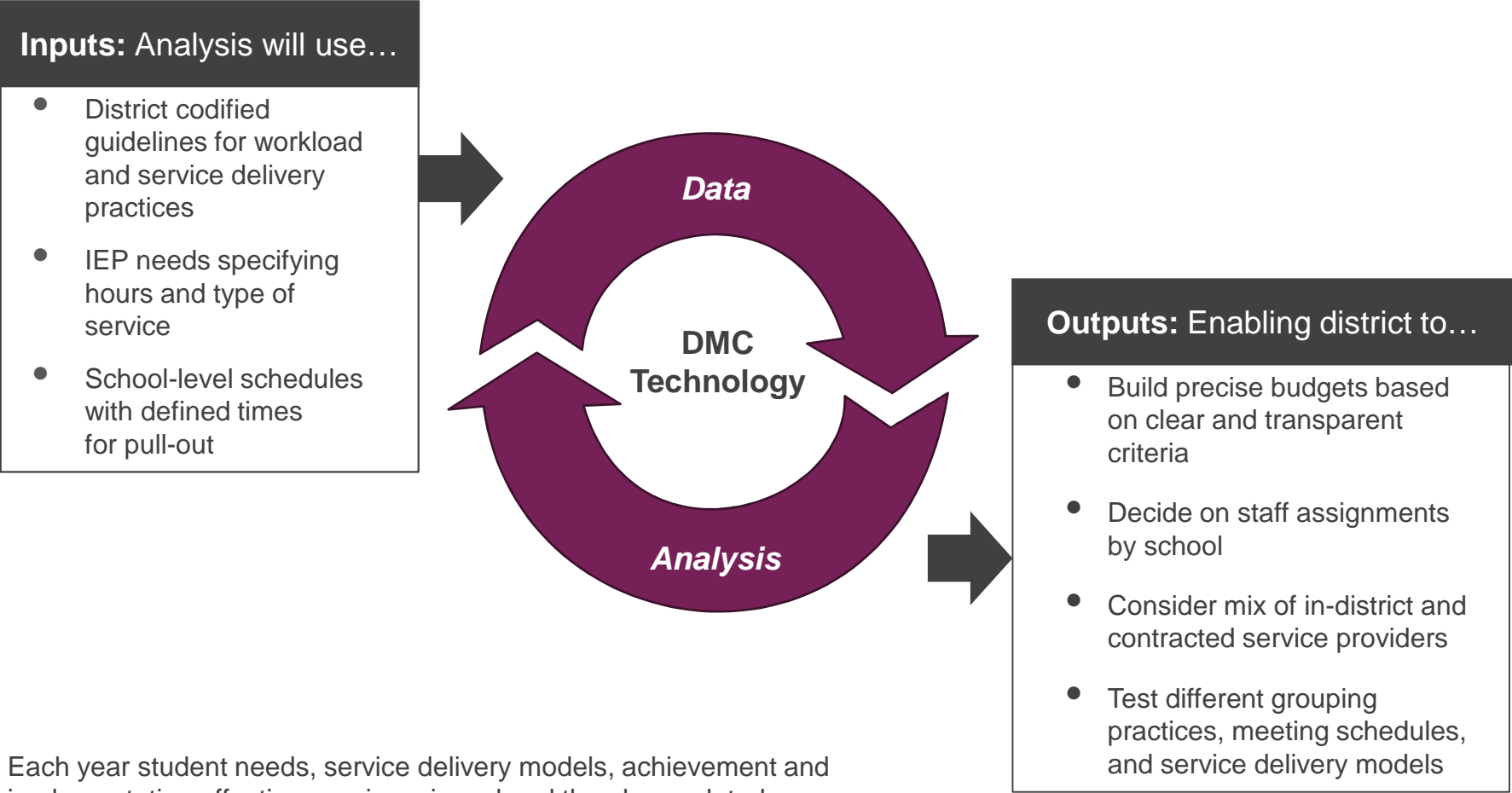
DMC will also help create staffing and workload guidelines by considering three critical factors: 1) student needs, 2) staff time with students and 3) average group size.

Methodology for Creating Staffing Guidelines



# Using the service delivery and workload guidelines, the district can determine staffing for each school based on student needs.

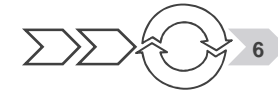
## Annual Staffing Cycle



Each year student needs, service delivery models, achievement and implementation effectiveness is reviewed and the plan updated.

As an option, DMC can help create staff schedules that are equitable and adhere to best practices.

## Staff Scheduling Technology Tool



DMC’s technology enables staff to create schedules in two ways:

### A Staff build their own electronic schedules:

- Each staff member accesses the secure online technology system to build own schedules
- All services are tracked by the technology solution to ensure compliance with all IEP requirements

### B DMC’s technology creates schedules with staff input:

- DMC’s technology solution builds schedules based on district guidelines and IEP requirements
- Computer assistance helps eliminate inefficient practices and adds scheduling expertise

CHRISTINA WILLIAMS Change assignment New Student Share Schedule Print

« 2015-16 final schedules

View: [Single](#) | [Expanded](#) | [Multiple](#) | [Caseload](#)

	J.F.K Elementary	J.F.K Elementary	J.F.K Elementary	Grant Elementary	Grant Elementary
	Mon	Tue	Wed	Thu	Fri
9:00am	9:05a - 9:35a Samantha B. pull out	9:05a - 9:45a Samantha B. pull out	9:05a - 9:55a Paul J., Tristan R. pull out	9:30a - 10a Stefanos W., Isiah W., Justin H. pull out	9:15a - 9:45a Brayan M., Amos H., Ioannis M. pull out
10:00am	9:35a - 10:20a Jose M. pull out	9:45a - 10:35a Emilyz M., Sumo S. pull out	9:55a - 10:45a Daniel M. pull out	10a - 10:30a Joseph T., Shane M., Devon W. pull out	9:45a - 10:15a Xavier H. in class
11:00am	10:00a - 11:10a Adrian M., Fannie T., Patricia M. pull out			10:30a - 11a Brayan M., Amos H., Ioannis M. pull out	10:15a - 11a Martin W., William M. pull out
12:00pm	11:20a - 12p -lunch-	11:20a - 12p -lunch-	11:20a - 12p -lunch-	11:20a - 12p -lunch-	11:20a - 12p -lunch-
1:00pm	12:50p - 1:40p Franklyn W., Brenda T. pull out	12:50p - 1:40p Brandon H., Vadel M., Hannah M. pull out	12:50p - 1:40p Joel J. pull out	12:40p - 1:10p Justin H. in class	12:35p - 1:10p Lilian S., Lilian W., Antonio D. in class
2:00pm	1:40p - 2:10p -o- Grant Elementary	1:40p - 2:10p -o- Grant Elementary	1:40p - 2:10p -o- Grant Elementary	1:40p - 2:10p Raul M., Finn M., Ryan R. pull out	1:40p - 2:10p Raul M., Finn M., Ryan R. pull out
3:00pm	2:10p - 2:40p Son R., Kareem W., Jeremiah J. pull out	2:10p - 2:40p Lilian S., Lilian W., Raul M. pull out	2:10p - 2:40p Kareem W., Jeremiah J., Benjamin W. pull out	2:10p - 2:40p Chad M., Benjamin W., Blake T. pull out	2:10p - 2:40p Chad M., Benjamin W., Blake T. pull out
	2:40p - 3:10p Zavier H., Isiah H., Nicola G. pull out	2:40p - 3:10p Chad M., Finn M., Ryan R. pull out	2:40p - 3:10p Gabriel M., Kyle G., Blake T. pull out	2:40p - 3:10p Gabriel M., Kyle G., Blake T. pull out	2:40p - 3:10p Gabriel M., Kyle G., Blake T. pull out

Color-coded schedules and extensive, automated analysis and reporting enable easy monitoring of service delivery, staff capacity, and fidelity of implementing best practices.

# In partnering with DMC, the district will establish a clear plan and a strong foundation for sustained improvement for struggling students with and without an IEP.

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## Summary of Benefits

### Increased Achievement

- ✓ Raise student achievement through service delivery aligned with best practices
- ✓ Increase staff effectiveness through optimized use of time

### Improved Equity for Students and Staff

- ✓ Provide consistent support for students with similar needs across buildings
- ✓ Ensure workloads are fair and equal

### Increased Transparency

- ✓ Have fine-grain detail of how staff currently use their time, and how their use of time changes as the district implements new approaches
- ✓ Align stakeholders to a clear, codified set of guidelines for how staff can best use their time and deliver services

### Increased Cost Effectiveness

- ✓ Free up the key resource of staff time to better meet student needs
- ✓ Maximize the impact of scarce financial resources

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# Q&A





**If you have any comments or questions, please contact The District Management Council:**

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