

**Table IV-2: Whole Schooling Research Project
Michigan Intensive Study Schools
Statistical Comparisons
1999-2000**

	ELEMENTARY SCHOOLS						HIGH SCHOOLS	
	Avery	Armstrong	Evergreen	Hamilton	Meadowview	Westover	Drummond	Rogers
	Urban	Rural	Rural	Suburban	Suburban	Rural	Suburban	Suburban
POPULATION								
White	12.3 %	98.6%	98.0%	93.9%	67.8%	98.0%	98.3%	98.2%
Black	81.6%	0.3%	0.8%	1.8%	28.0%	0.2%	0.5%	0.1%
Native American	.3 %	0.5%	0.4%	0.1%	0.3%	1.0%	0.3%	0.7%
Asian	1.0 %	0.6%	0.2%	1.2%	2.5%	0.2%	0.8%	0.4%
Latino	5.0 %	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	2.0 %	0.0%	0.0%	0.4%	0.5%	0.6%	0.2%	0.6%
Total	951,270	1542	6300	74652	75728	21265	22714	30928
Median Income	\$37,028	\$22,054	\$34,172	\$51,986	\$40,579	\$19,977	\$ 49, 246	\$49,400
Education								
Less HS	27.1 %	18%	25%	10%	15%	36%	18%	31%
HS	33 %	45%	38%	19%	22%	25%	31%	36%
College no degree	22.7 %	23%	21%	19%	21%	21%	30%	19%
Assoc Degree +	16.1 %	15%	17%	52%	42%	22%	24%	14%
SCHOOL								
Per Pupil expenditure	\$4,706	\$5,406	\$3,103	\$5,548	\$5,553	\$3,903	\$4,859	\$4,708
Free/reduced lunch	89 %	56%	19%	4%	53%	77%	2%	15%
Teacher/student ratio	12-1	22-1	25-1	22-1	25-1	15-1	30-1	26-1
% Special education students	9 %	14%	4.8%	5.0%	2.5%	13.8%	9 %	11%
Student enrollment	160	301	800	586	472	232	1424	1288
MEAP: Math	59 %	K-3 School	72%	93%	48%	100%	78%	60%
MEAP: Reading	88 %	Does not	64%	79%	48%	94%	44%	65%
MEAP: Science	55 %	Give the	27%	63%	8%	33%	58%	49%
MEAP: Writing	64 %	MEAP.	58%	84%	42%	53%	45%	43%

**Table IV-3: Whole Schooling Research Project: Michigan School Sites
Summary Analysis of Implementation
of the Five Principles of Whole Schooling Practices**

ELEMENTARY SCHOOLS	Democracy	Include All	Authentic teaching for diversity	Build community and support learning	Partner with families & community
<p>Armstrong Primary Rural K-3 Low income, white area</p>	<ul style="list-style-type: none"> - Administrative leadership in promoting innovations and engaging staff in decision-making. 	<ul style="list-style-type: none"> -Mild through severe disabilities – autism, POHI, mental impairment. - 	<ul style="list-style-type: none"> -Two multi-age classrooms. -Much active learning. -Ability grouping in multi-age room for math 	<ul style="list-style-type: none"> -1 special education teacher provides support throughout the building. -Paraprofessionals, therapists, & community volunteers in-class support. 	<ul style="list-style-type: none"> - Outreach to community and families.
<p>Evergreen Rural K-5 Rural area close to small city</p>	<ul style="list-style-type: none"> -Two co-principals work in partnership. -Teacher discretion in selecting some teaching approaches. -Principals support staff in working to align curriculum with state standards. -Common planning time once per week with early school dismissal. 	<ul style="list-style-type: none"> -Mild through moderate disabilities in general education —POHI, mental impairment. -5% identification rate. Kept low due to interventions and support in the building. 	<ul style="list-style-type: none"> Multi-age teaching Cooperative learning Active learning strategies in some classes. Observed: <ul style="list-style-type: none"> - Play and music performances - Book projects - Project-based learning in science. - Move towards direct instruction for 3-5 students with disabilities & in-class ability grouping. 	<ul style="list-style-type: none"> -Multi-age teaching in grades K-2. Students with disabilities included in these classes with minimal TC support. -Grades 3-6 co-teaching in selected classes trying to keep ratio of 5 students with disabilities in a class of 25. -Use of many paraprofessionals funded largely by Title I. 	<ul style="list-style-type: none"> - Many parents in the building all the time. - A sense of community & acceptance in the building. - Interest in improving parent-school connections.

ELEMENTARY SCHOOLS (continued)	Democracy	Include All	Authentic teaching for diversity	Build community and support learning	Partner with families & community
<p>Hamilton Suburban K-5 High-income area with largely professional and managerial employment of families.</p>	<ul style="list-style-type: none"> -Team building and engagement of team decision-making by principal and staff. - Grade level teams work together to make curricular decisions. 	<ul style="list-style-type: none"> -Students with mild disabilities and autism. -One student with a very severe disability. -Students with multiple languages. - 10 year elementary school strategic plan adopted by the school board that incorporates many elements of whole schooling including commitment to inclusion - Students with more severe learning disabilities served in a separate special education class in the building that services the whole district. - Most students with moderate to severe disabilities in separate classes or schools. 	<p>Engaged, active learning.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Hands-on geography with Michigan maps - Reading time on carpet - Authentic learning with plants - Portfolios for student led conferences. -Cooperative learning. -Enrichment classes 2-3 time per week based on choices of the students. - Daily schedule wheel and student choices in 1st grade class. -Ability grouping in 4th grade math and early elementary literacy groups. 	<ul style="list-style-type: none"> -Paraprofessional for student with severe disability. -Co-teaching in some classes. -Collaborative consultation by support staff. - Peer supports for student with severe disabilities. - Pair students with higher and lower abilities -In early elementary, teams of support staff come twice per week to each room to engage in intensive literacy instruction. - Exploring models for using support staff with other project schools. 	<ul style="list-style-type: none"> -Community liaison staff position. -Parent volunteers in centers and other activities in the classrooms.
<p>Meadowview Suburban K-5 Near suburb to Detroit. Wide range of socio-economic levels of parents</p>	<ul style="list-style-type: none"> -Glasser Quality School training & approach. -Teachers have discretion in approach to teaching literacy and other subjects. -Collaborative survey and input from staff to deal with multiple issues. -Staff take different approaches to teaching. 	<ul style="list-style-type: none"> - Strong vision & commitment to inclusion of principal. - < 5% identification rate due to supports provided in classes. - Students with LD, TMI, EI (many not labeled), hearing impaired. - Board level policy for inclusion (whose implementation is spotty). 	<ul style="list-style-type: none"> - Many teachers use whole language approaches to literacy – reading and writing workshop. - Jason Project for science. - Pressure being put on this school due to MEAP scores. 	<ul style="list-style-type: none"> - Looping or multi-age by most teachers either individual or team teaching. -Support staff team of 2 special education and 2 Title I funded teachers provide in-class assistance. -Block scheduling of specials to provide collaborative planning time. - In-class support in early elementary by speech therapist. 	<p>Multiple outreach activities to families:</p> <ul style="list-style-type: none"> - Student led conferences by all teachers. - Science learning night with parents and kids. - 'MEAP' night for parents.

HIGH SCHOOLS	Democracy	Include All	Authentic teaching for diversity	Build community and support learning	Partner with families & community
<p>Drummond Suburban 9-12 Located in rapidly growing suburb north of Detroit. High-income area of working class people.</p>	<ul style="list-style-type: none"> -Principal supports and facilitates team and faculty decision-making. - Administration supports teachers in taking stands that involve political conflict in the district. 	<ul style="list-style-type: none"> - Students with mild disabilities supported with co-teachers in general education. -EMI students in separate class based on LCCE – functional skills and community-based training. 	<ul style="list-style-type: none"> - Interdisciplinary teams at 9th and 10th grade levels. - Honors program part of general education: advanced work. - Varsity letters through many avenues, not just sports. - Thematic studies using engaged teaching techniques in many classes. 	<ul style="list-style-type: none"> - Teacher-student interactions aimed at building community with students. - Special education co-teachers part of interdisciplinary teams. 	<ul style="list-style-type: none"> - Booster club that raises money for different school programs.
<p>Rogers Suburban 9-12 Near suburb south of Detroit. Largely white working class community.</p>	<ul style="list-style-type: none"> - Principal providing leadership to engage staff and kids. - Principal meeting with ‘classes’ in the school for dialogue. - Engagement with staff for volunteer efforts for inclusion. 	<ul style="list-style-type: none"> - Students with mild disabilities included in general education. - Students with moderate disabilities for county in building with some integration in general education classes. - Students with profound disabilities in special class integrated into some general education classes. - Commitment to inclusion most in Wayne County. -Cluster of students and resource rooms. 	<ul style="list-style-type: none"> - Small group work on projects. - Lecture / direct teacher instruction on skills. - Vocational – technical training in many areas accessed by students with special needs. - Community projects. 	<ul style="list-style-type: none"> - Sense of community in the building. -Co-teaching support by special education teachers in selected general education classes where students with mild disabilities are clustered. Teachers both ‘teach’ and ‘help’. Good collaborative work. - Commitment to kids and teachers going the ‘extra mile’. 	<ul style="list-style-type: none"> - Stable families in area. Many parents went to school in this high school. Close relationships. - Strong ties to local community organizations and institutions.