

2015 Joint Federal Programs Summit

Struggling learners & students with disabilities

Time for Change: Implementing a Plan to Improve Student Outcomes



What do we want for Oklahoma's students?

Each student should have education and career goals that will prepare them to:

- experience fulfilling lives,
- actively participate as educated citizens, and
- thrive in a particularly competitive and global marketplace.

What do we want for Oklahoma's students?

- Disengagement
- Leaving K-12 education unprepared for life, without:
 - Academic proficiency
 - Social skills
 - Civic responsibility
- “Good enough” attitude
- Perpetuating inequities



How is that different for Oklahoma's students with disabilities?



Reading difficulty contributes to school failure, which increases the risk of absenteeism, dropping out, juvenile delinquency, substance abuse and teenage pregnancy.

-Annie M. Casey Foundation

“It matters little what else they learn in elementary school if they do not learn to read at grade level.”

Fielding, L., Kerr, N., & Rosier, P. (2007)
Annual growth for all students, catch-up growth for those who are behind
Kennewick, WA: The New Foundation Press, Inc.

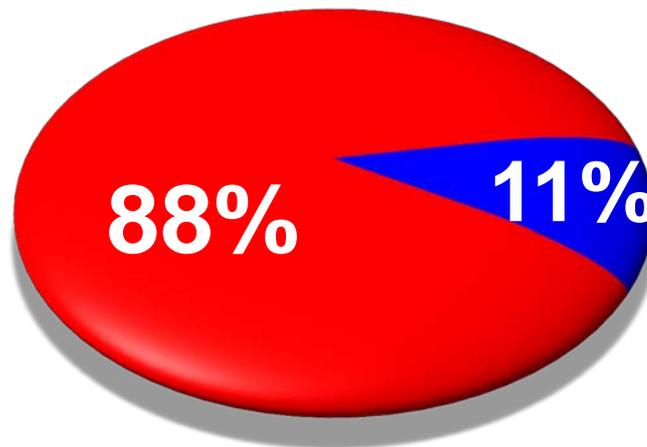
Statistics

Poor readers at the end of first grade are at a very significant risk for long term academic difficulty.

- 88% probability of being a poor reader in fourth grade if you were a poor reader in the first grade.
- 87% probability of remaining an average reader in fourth grade, if you were an average reader in first grade. (Juel, 1988)

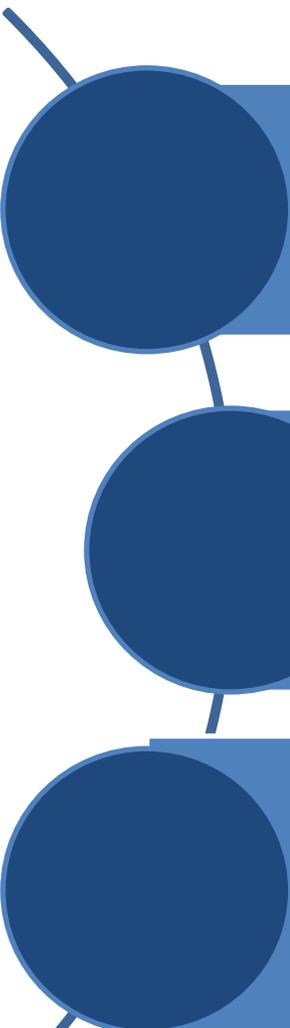
Reading deficiencies, left unattended can have lifelong effects...

19 Year Old Dropouts by 3rd Grade Reading Scores



- Non Proficient Readers in 3rd grade
- Proficient Readers in 3rd grade

The Double Jeopardy of Struggling Readers

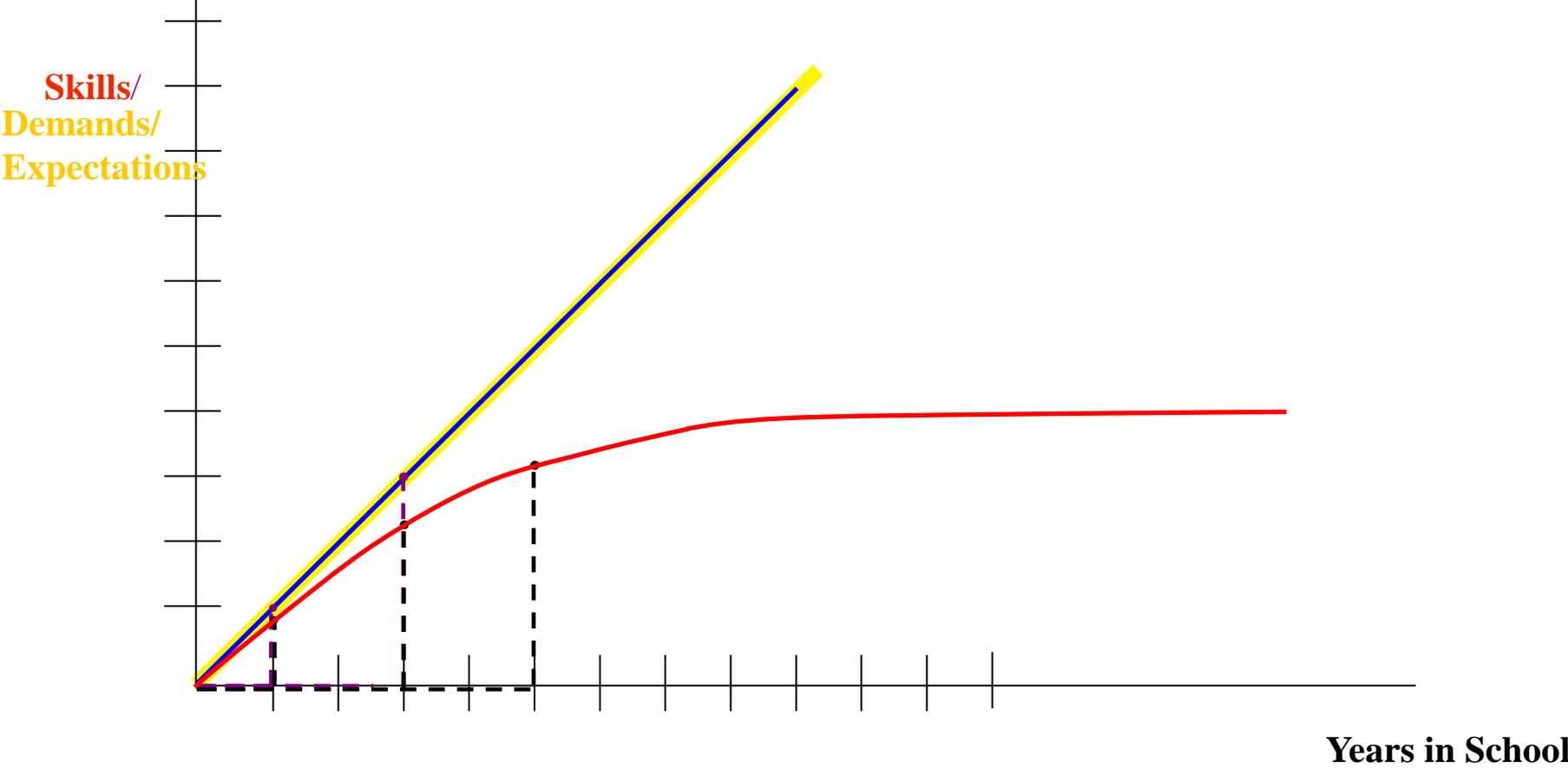


Children who are not reading proficiently in 3rd grade are **4** times more likely to not graduate high school

Below basic readers are almost **6** times more likely than proficient readers to not finish high school on time

Poor Black and Hispanic students who are struggling readers are about **8** times more likely than proficient readers to drop out of high school

The Performance Gap



The Performance Gap

Skills and Demands/ Expectations

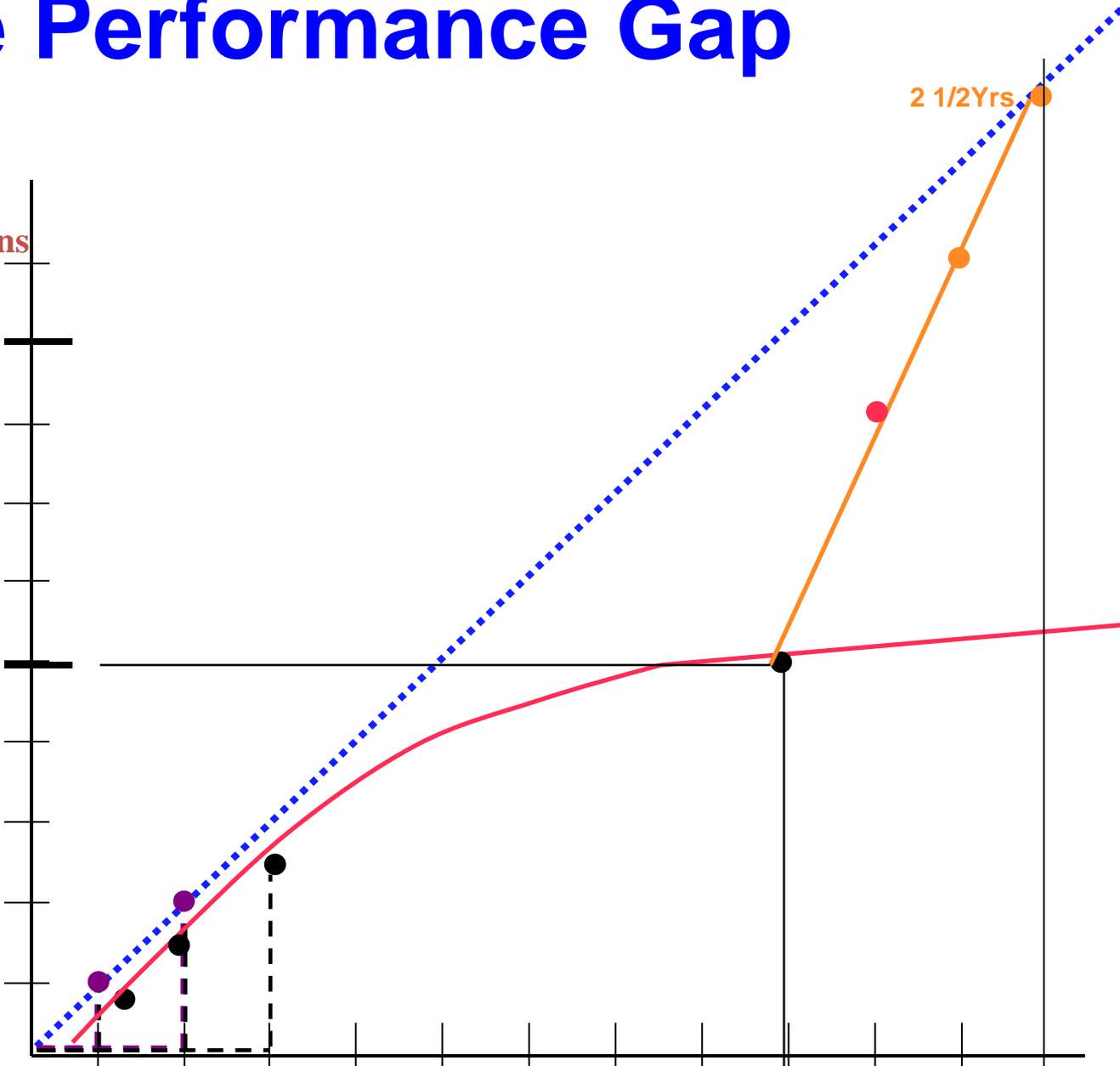
9 th

5 th

Years in School

9 th

2 1/2 Yrs



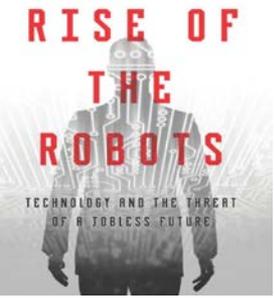
STRATEGIES



Strategy 1

Plan based on students & today's demands for learning





Trends

- Agricultural → Industrial → Service economy (major disruption) → robotic economy
 - ATMs, Self-service checkout lanes, Fast-food industry
- Kiva robots will cut Amazon's order fulfillment costs by 40%
- Explosion powered by availability of standardized software and hardware building blocks

Strategy 2

Demonstrate strong beliefs and attitudes about teaching students with disabilities

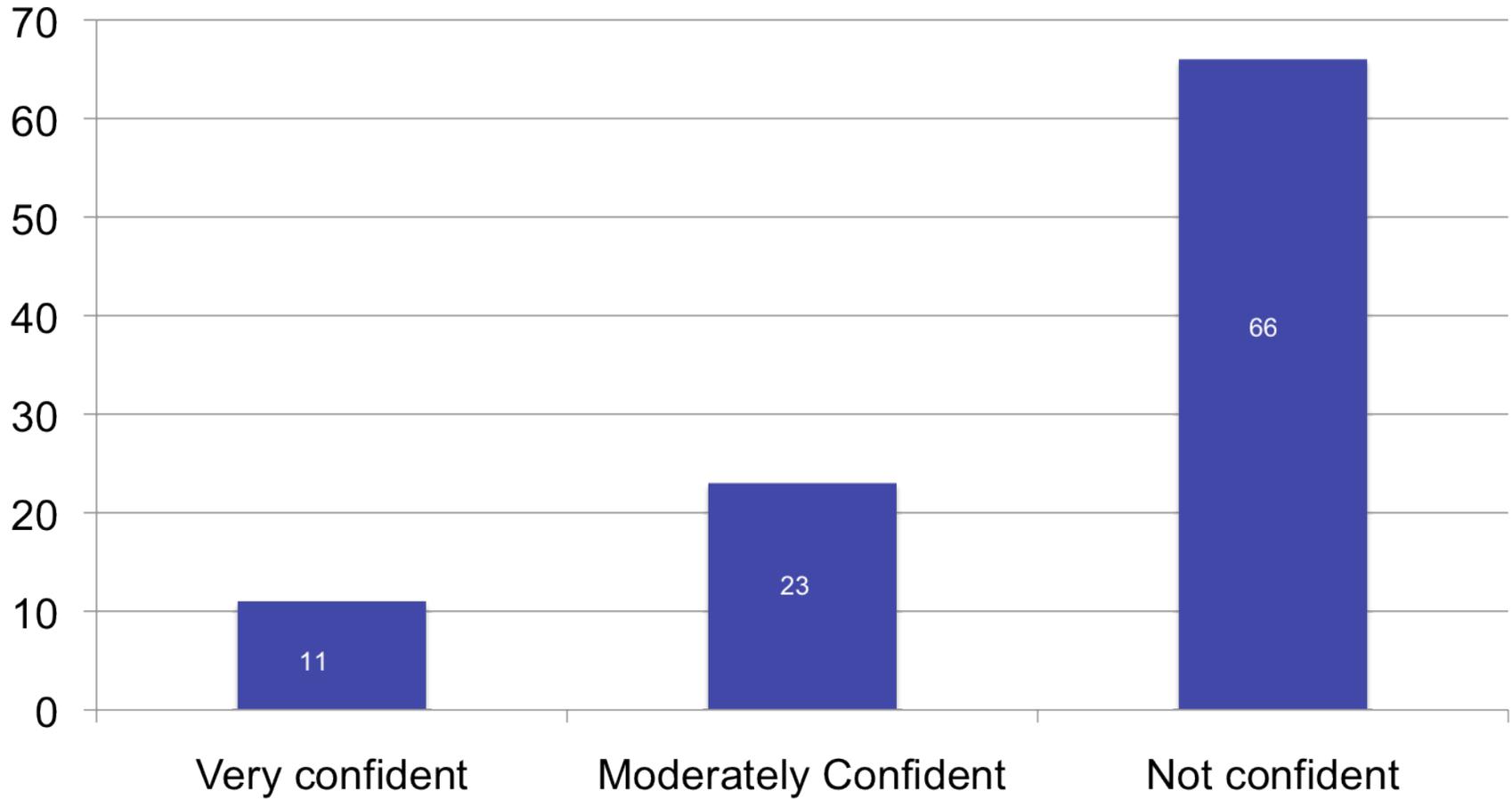


Teacher's Explanations

Biggest barrier to struggling learner success

- Student attitudes
- Student poor work habits
- Low ability
- Poor attendance
- Parents

Given high quality instruction, how confident are you that struggling adolescent readers can read close to grade level?



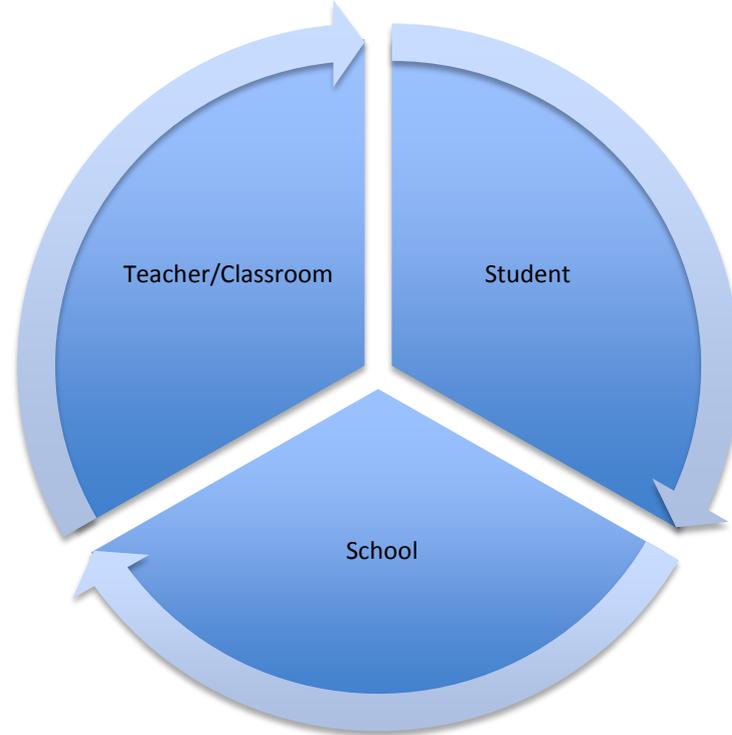
Strategy 3

Quality Instruction

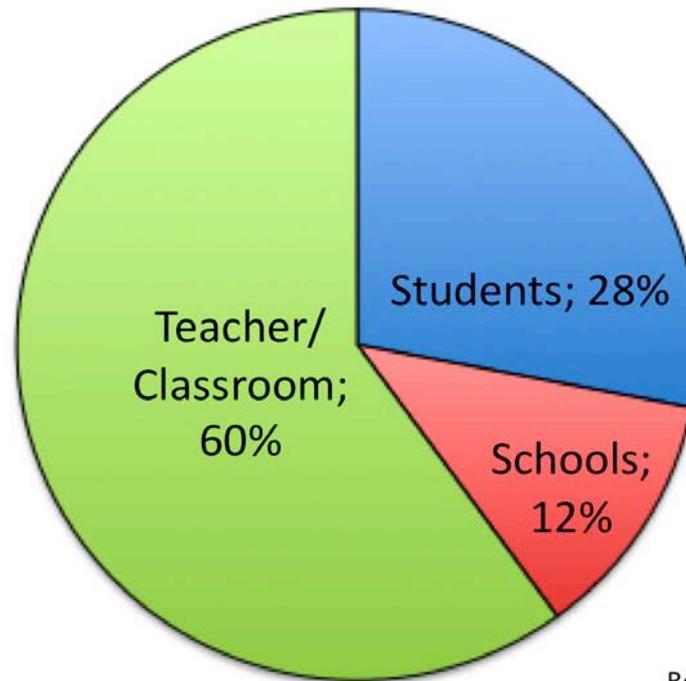


Proportion of Variance in Student Reading Gain Scores

What do you think are the biggest contributors to student achievement gains?



Proportion of Variance in Student Reading Gain Scores



Rowan, et. al., (2005)

Direct Instruction + Strategy Instruction

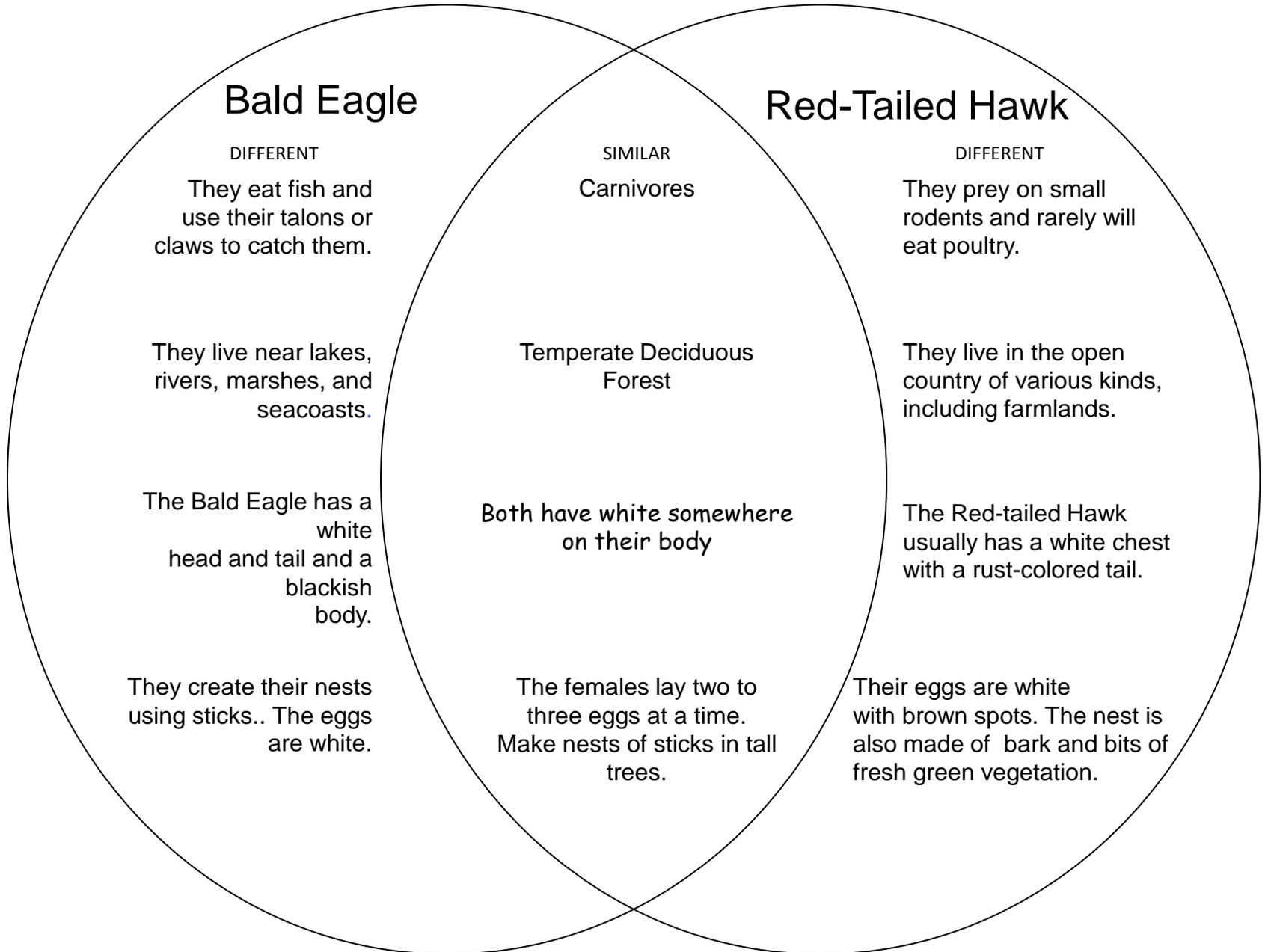
Direct Instruction

- *Small steps*
- *Probes*
- *Feedback*
- *Diagrams/pictures*
- *Independent practice*

Strategy Instruction

- *Clear Explanations*
- *Teacher models*
- *Reminders to use strategies*
- *Step-by-step prompts*
- *Review the learning process*

Many visual tools are poorly designed



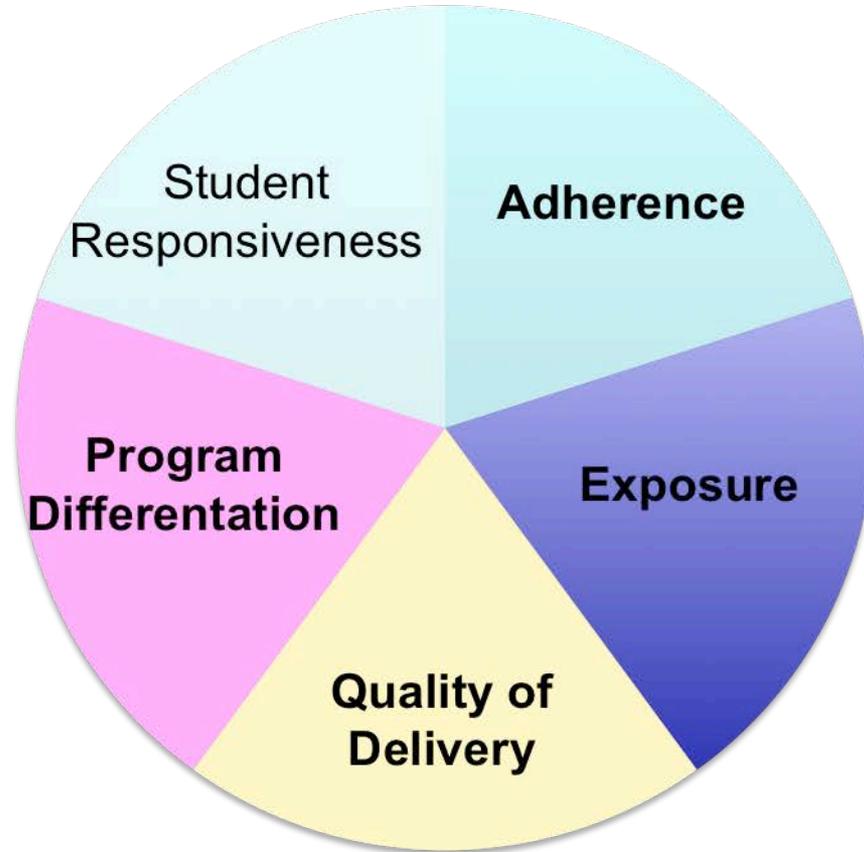
Same information (word-for-word) *plus semantic prompts*

	Bald Eagle		Red-Tailed Hawk
Food	DIFFERENT They eat fish and use their talons or claws to catch them.	SIMILAR Carnivores	DIFFERENT They prey on small rodents and rarely will eat poultry.
Habitat	They live near lakes, rivers, marshes, and seacoasts.	Temperate Deciduous Forest	They live in the open country of various kinds, including farmlands.
Color	The Bald Eagle has a white head and tail and a blackish body.	Both have white somewhere on their body	The Red-tailed Hawk usually has a white chest with a rust-colored tail.
Nests	They create their nests using sticks.. The eggs are white.	The females lay two to three eggs at a time. Make nests of sticks in tall trees.	Their eggs are white with brown spots. The nest is also made of bark and bits of fresh green vegetation.

Note the clarity that adding subtopics adds to the visual

Fidelity Model

5 Elements of Fidelity



Dane & Schneider, 1998; Gresham et., al., 1993; O'Donnell, 2008

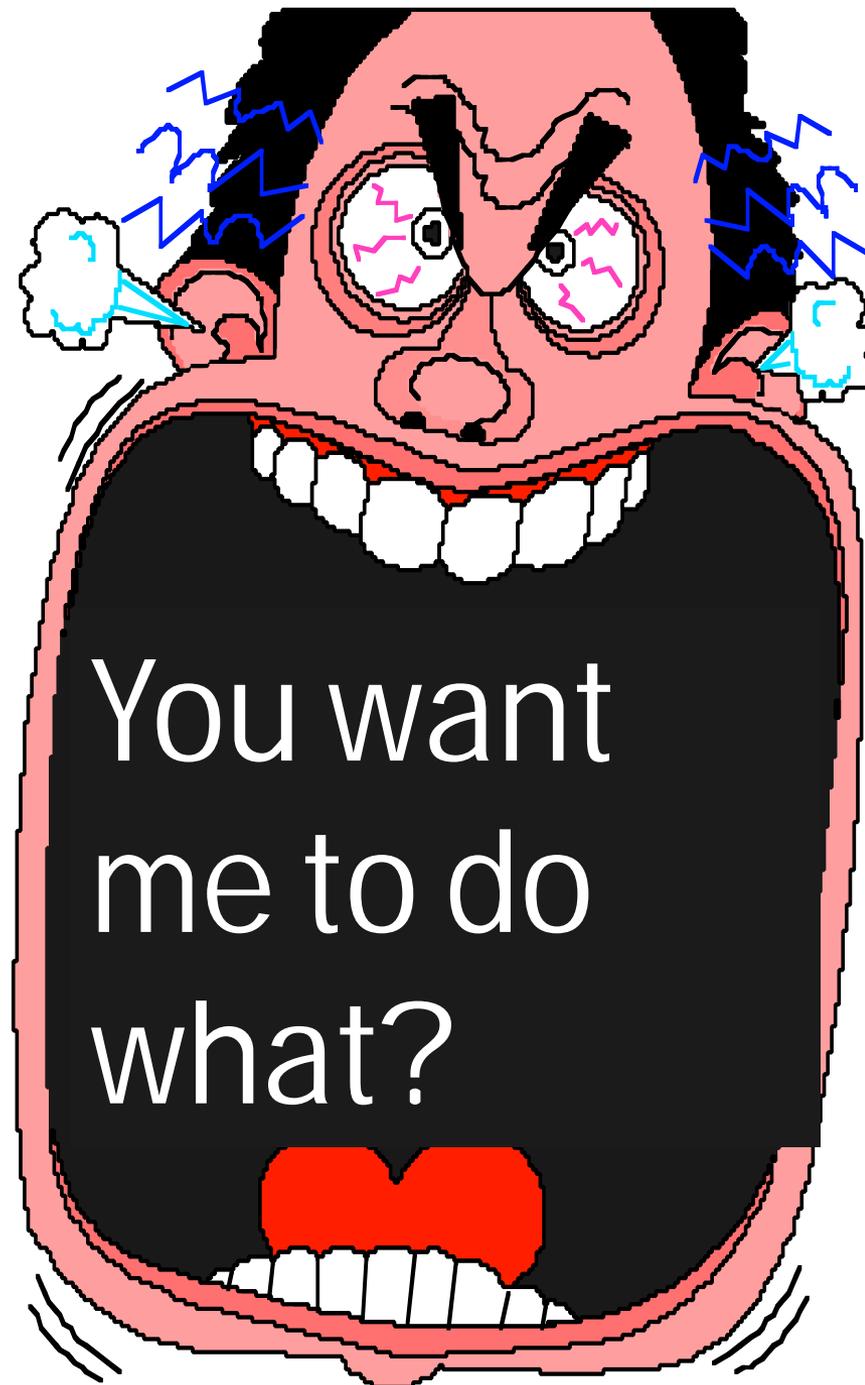
Strategy 4

Staff roles and responsibilities



Teaching Standards

1. Teachers are required to give grade appropriate homework and test frequently.
2. Teachers must return properly corrected homework within 3-5 days of completion.
3. Teachers must return properly corrected tests within 3-5 days after given.
4. Teachers must notify parents with failing, or potentially failing students.



You want
me to do
what?

In addition to being responsible for Oklahoma Teaching Standards, special educators are also responsible for CEC Professional Standards



- Maintaining challenging expectations to develop the highest possible learning outcomes
- Exercising professional judgement to benefit students with disabilities
- Promoting meaningful inclusion
- Using evidence, data, research, and professional knowledge to inform practice



New! Standards for Professional Preparation



Ethical Principles & Practice Standards

General Education (Content Expert)

- Understand literacy demands of their text & future realities
- Implement UDL principles
- Use content enhancement routines
- Explicitly teach key vocabulary
- Multiple models of how to apply content-specific strategies (expectations)
- Reinforce strategies taught by specialists
- Teach on the “diagonal”

Special Education (Skills/strategies expert)

- Understand literacy demands of content texts & future realities
- Teach high leverage strategies that align with content & future realities
- Teach strategies to mastery
- Ensure generalization to content classes & future realities

“Students with disabilities spend the majority of the school day in the general education classroom.”

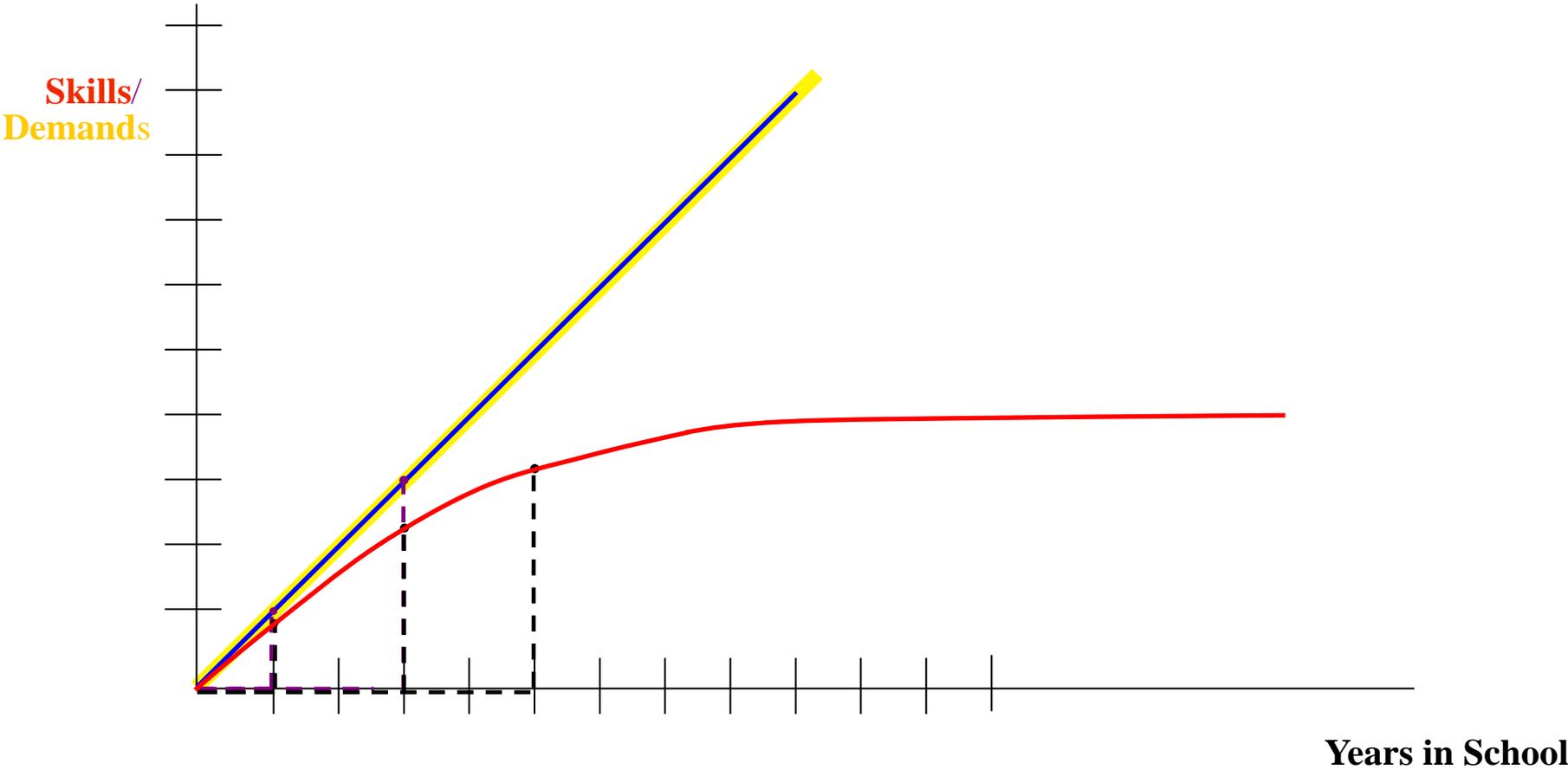


Strategy 5

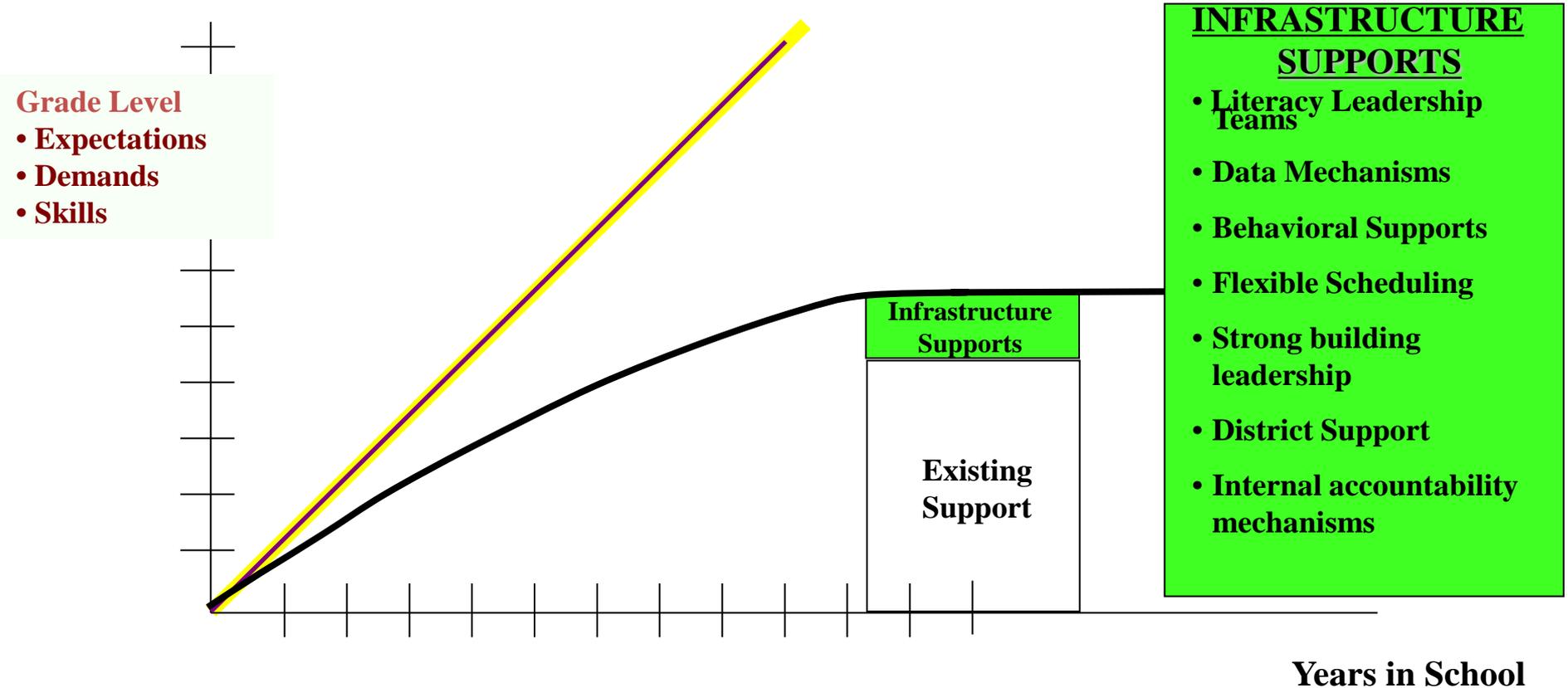
Build capacity

The **only way** the needle moves is through an **integrated, school-wide approach** in which **everyone owns** part of the problem and **believes** big changes in achievement can happen

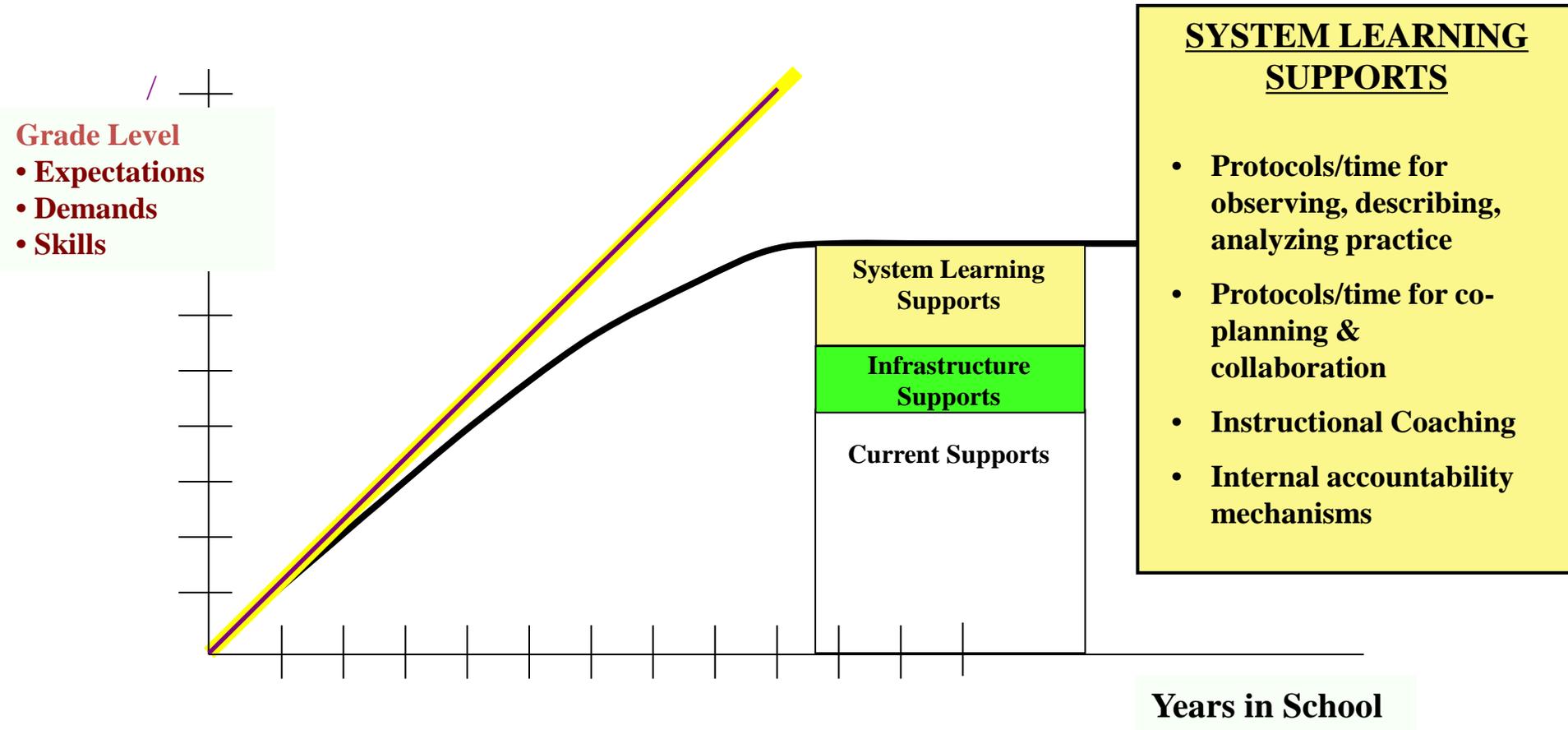
The Performance Gap



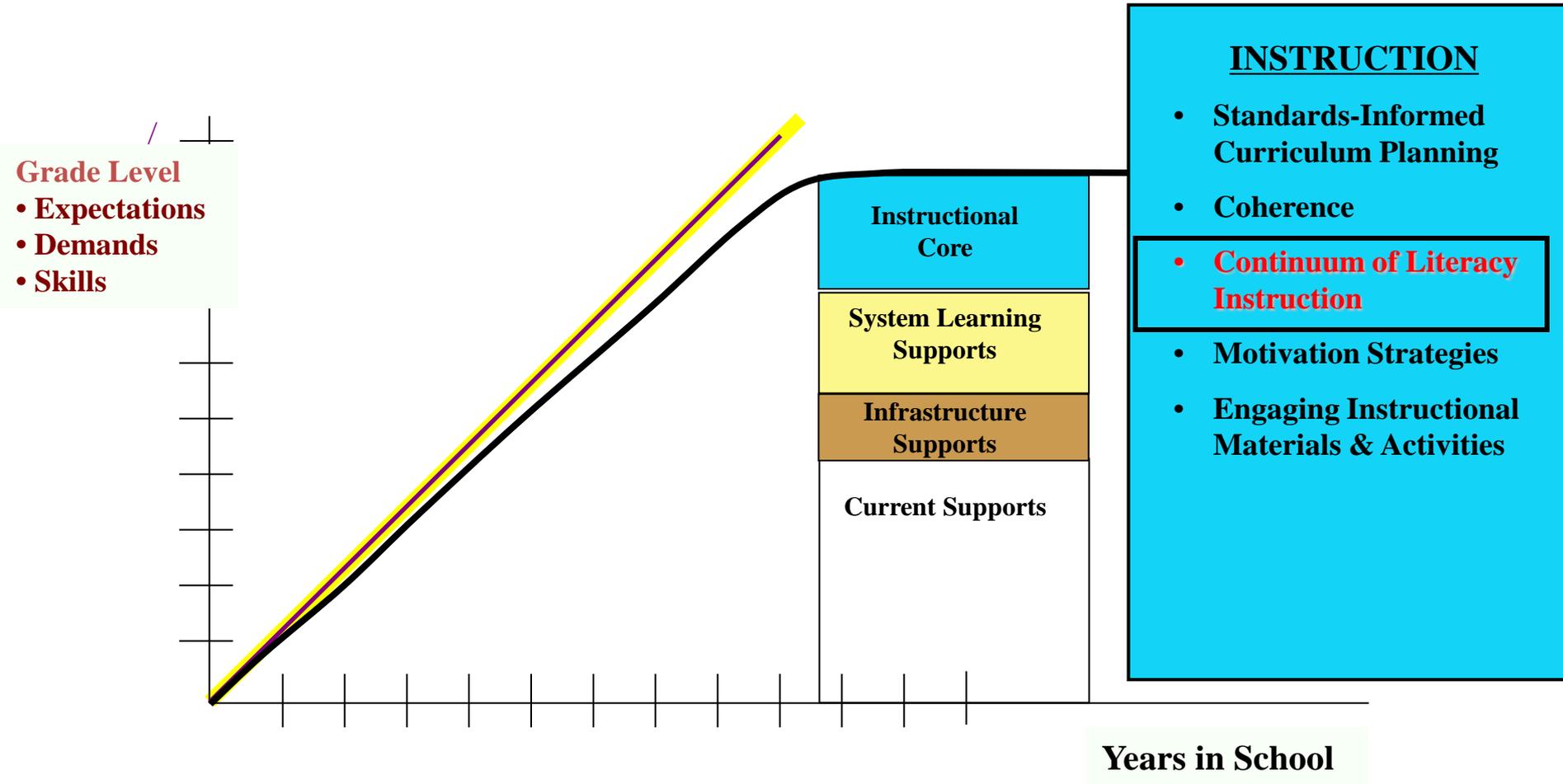
The Performance Gap



The Performance Gap



The Performance Gap



information adapted from presentation given by:
Don Deshler, NASDSE, 2015

High Expectations and Beliefs

Inclusion in grade level core content, assessment, and graduation requirements.

Leadership
IEP Team Decisions
Partnerships and Collaboration
Preservice and Inservice Professional Learning
Active Engagement of All School Personnel
Data Driven Decision Making
Evidence-Based Practices
Fiscal Support

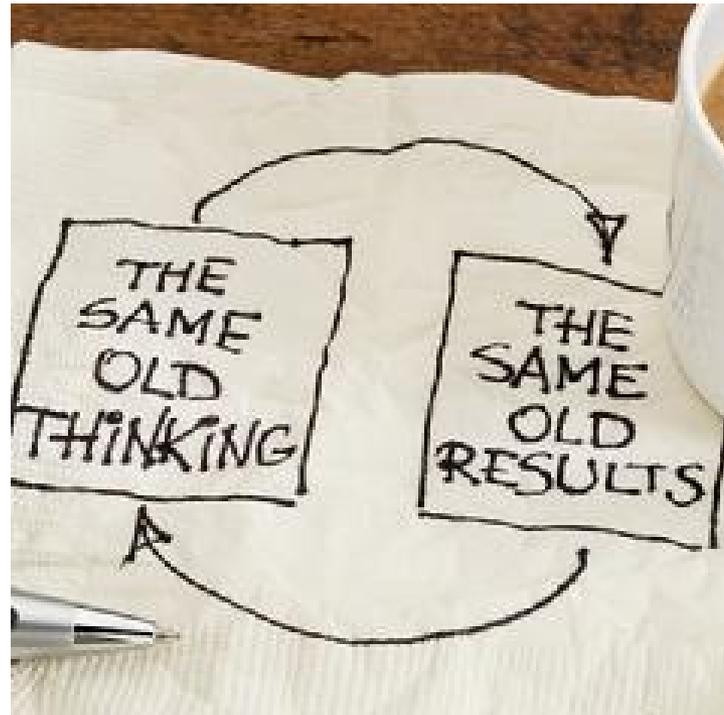
Content and pedagogy to provide effective instruction through UDL and evidence-based interventions.

Infrastructure, Scale, Fidelity

Content Knowledge and Effective Instruction

Multi-Tiered System of Supports in Secondary Settings

Lessons Learned



When feeling overwhelmed or unknowledgeable, people revert back to what is know and comfortable. Who will carry the charge for change for students with disabilities?

Time to Reflect

- Do you & your stakeholders believe that each and every student can learn when demands are met?
- Are your policies and actions reflecting this belief?
- Is quality instruction happening for SWDs?
- Have roles and responsibilities been compromised?
- How will you leverage the interconnectedness of your stakeholders? (Everyone owns the problem – different parts of the problem)

2015 Joint Federal Programs Summit

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