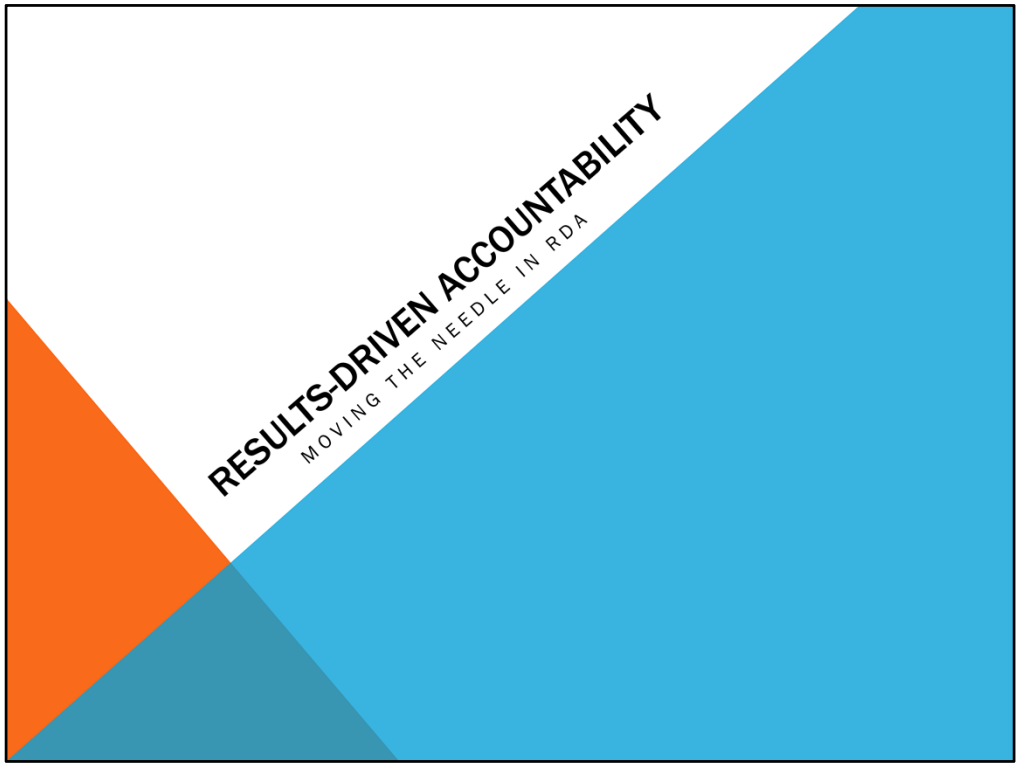
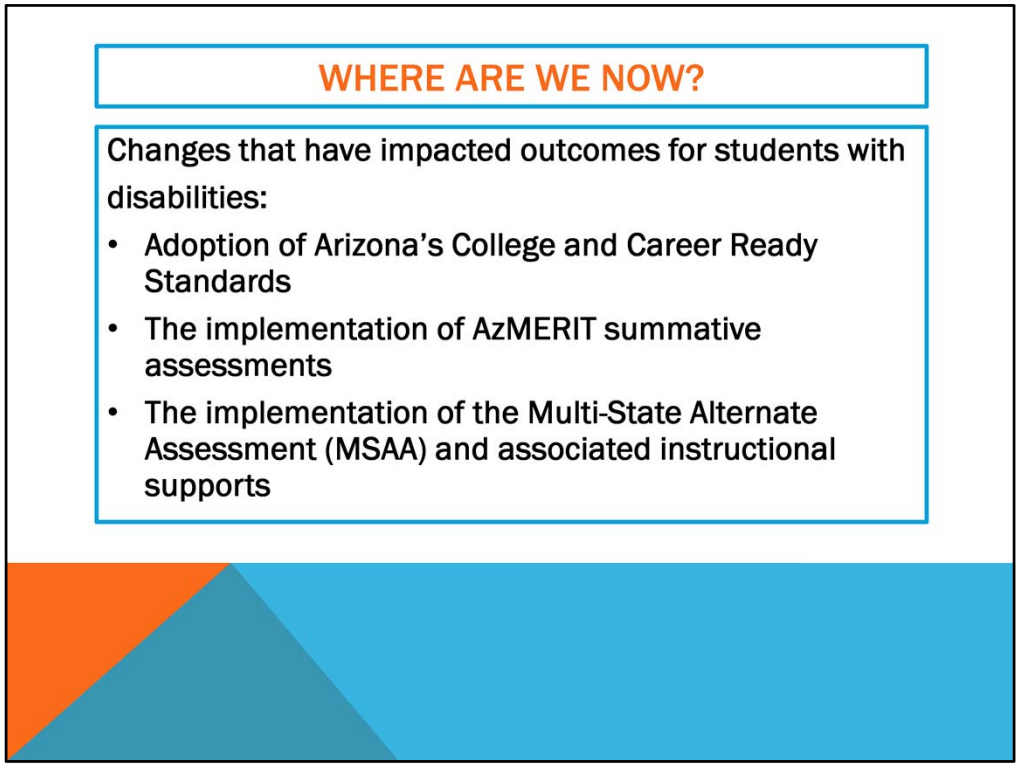

RESULTS-DRIVEN ACCOUNTABILITY
MOVING THE NEEDLE IN RDA

RESULTS-DRIVEN ACCOUNTABILITY

Session goal: Improved outcomes for students with disabilities through

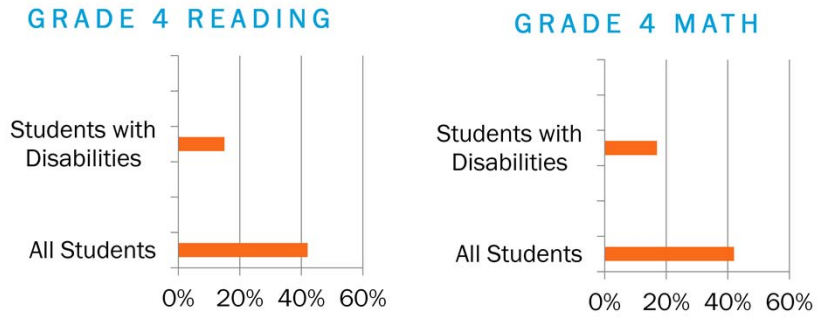
- Meaningful inclusion
- Access to grade level content
- Systematic monitoring of student progress
- Targeted utilization of school resources
- Integration of technology to support learning
- Accommodations to meet individual needs

Presenters: Pat Reynolds, Harold Campbell, Jeff Studer

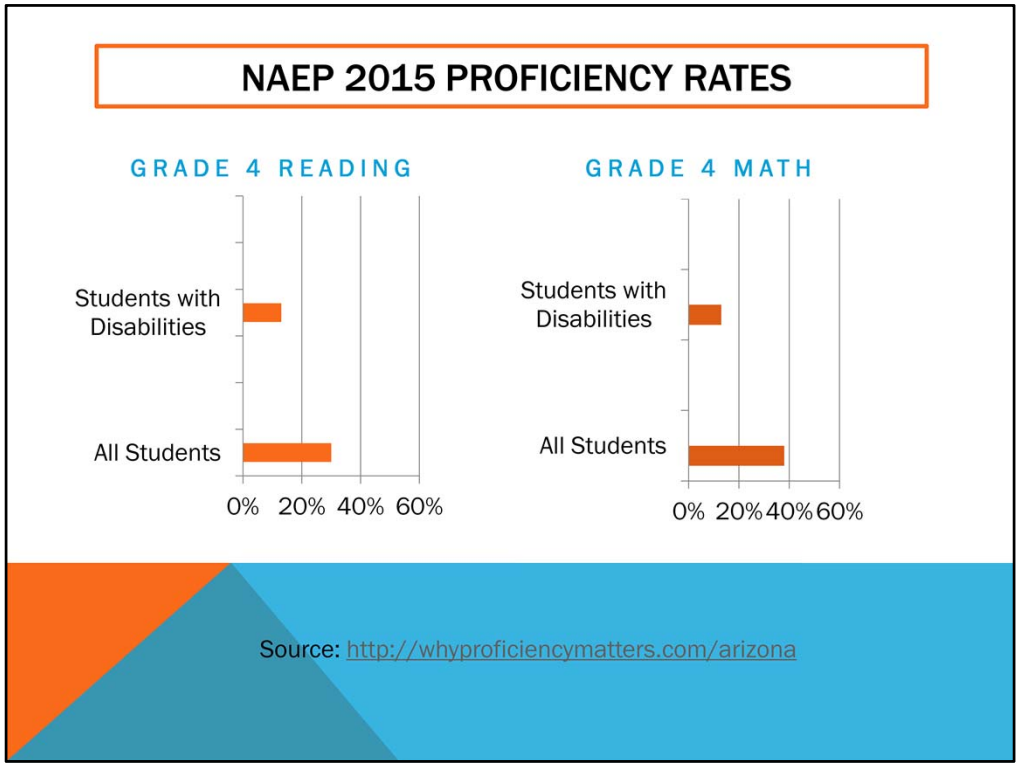


This presentation will focus on those students with disabilities who take the general summative assessment (AzMERIT), not those eligible for the alternate assessment. The CCR standards impact students receiving special education services across the board – requiring exposure to more rigorous content and evidence of deeper understandings on the part of the students. The NCSC instructional supports are extensive and send a clear message that students with significant cognitive disabilities must be given the opportunity to engage with grade level content – appropriately raising expectations for academic outcomes.

AZMERIT 2015 PROFICIENCY RATES

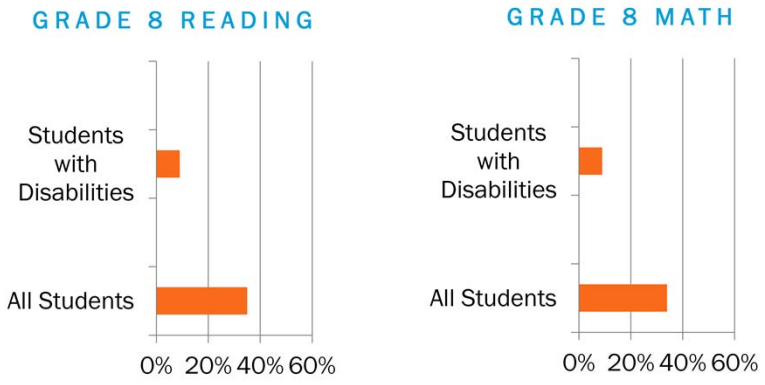


Source: http://whyproficiencymatters.com/arizona



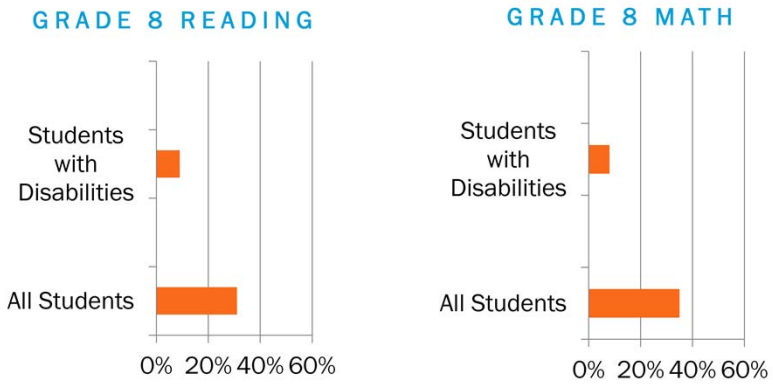
National Assessment of Educational Progress

AZMERIT 2015 PROFICIENCY RATES

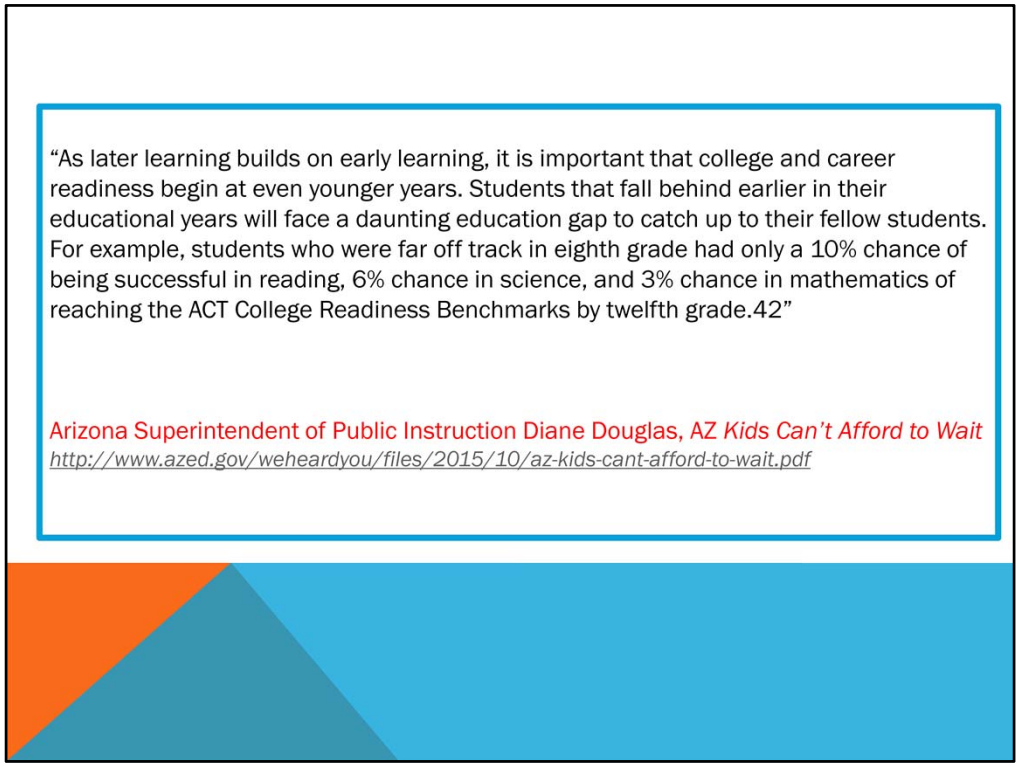


Source: http://whyproficiencymatters.com/arizona

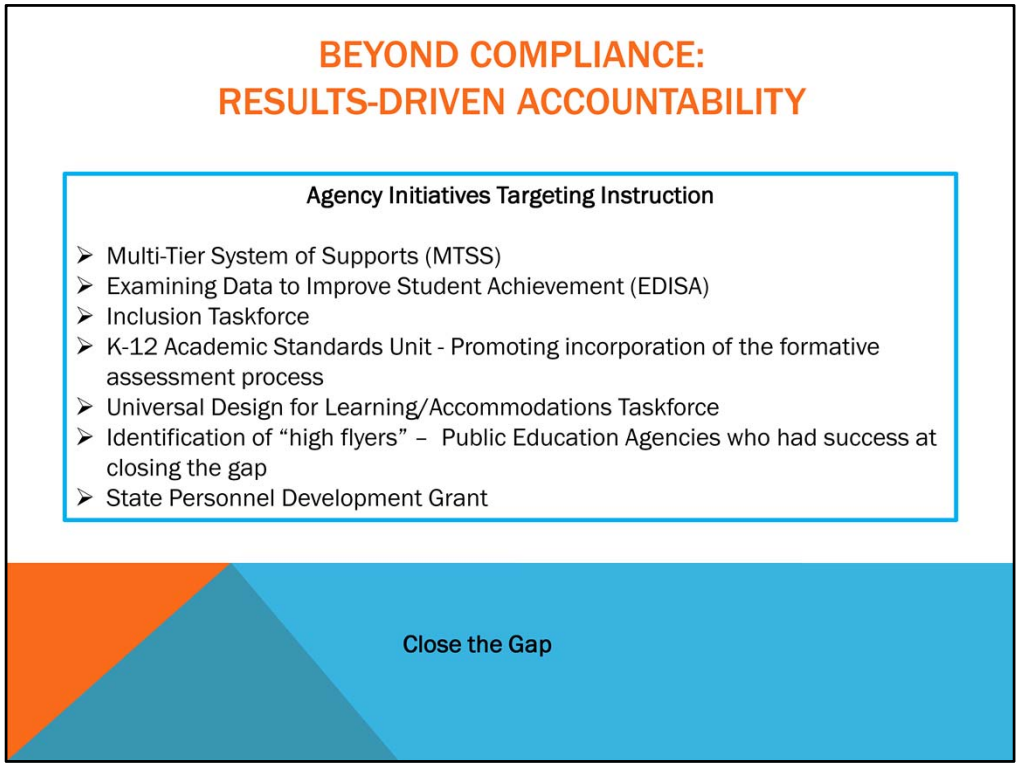
NAEP 2015 PROFICIENCY RATES



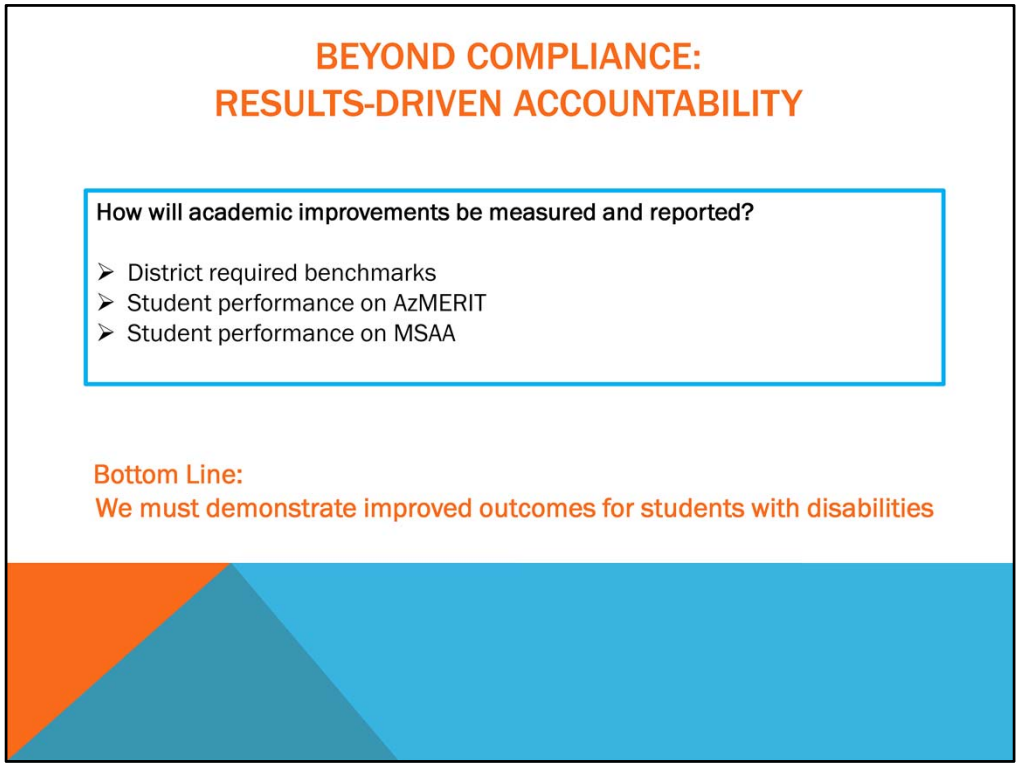
Source: http://whyproficiencymatters.com/arizona



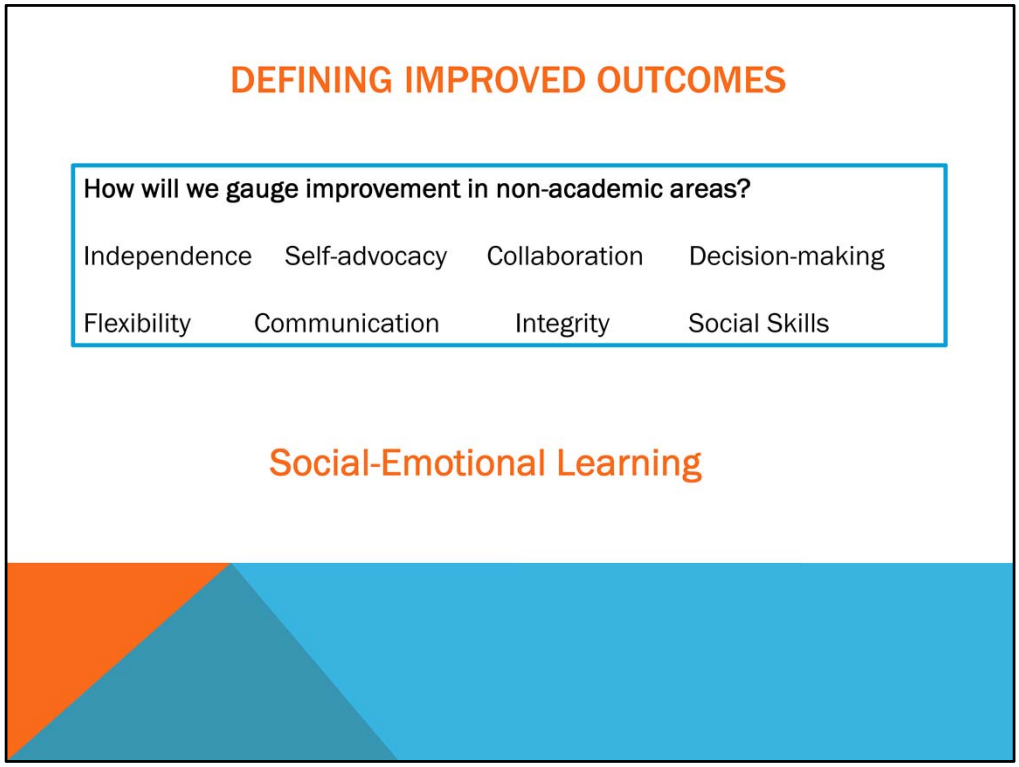
Superintendent Douglas supports early interventions to ensure that gaps are effectively addressed before they grow.



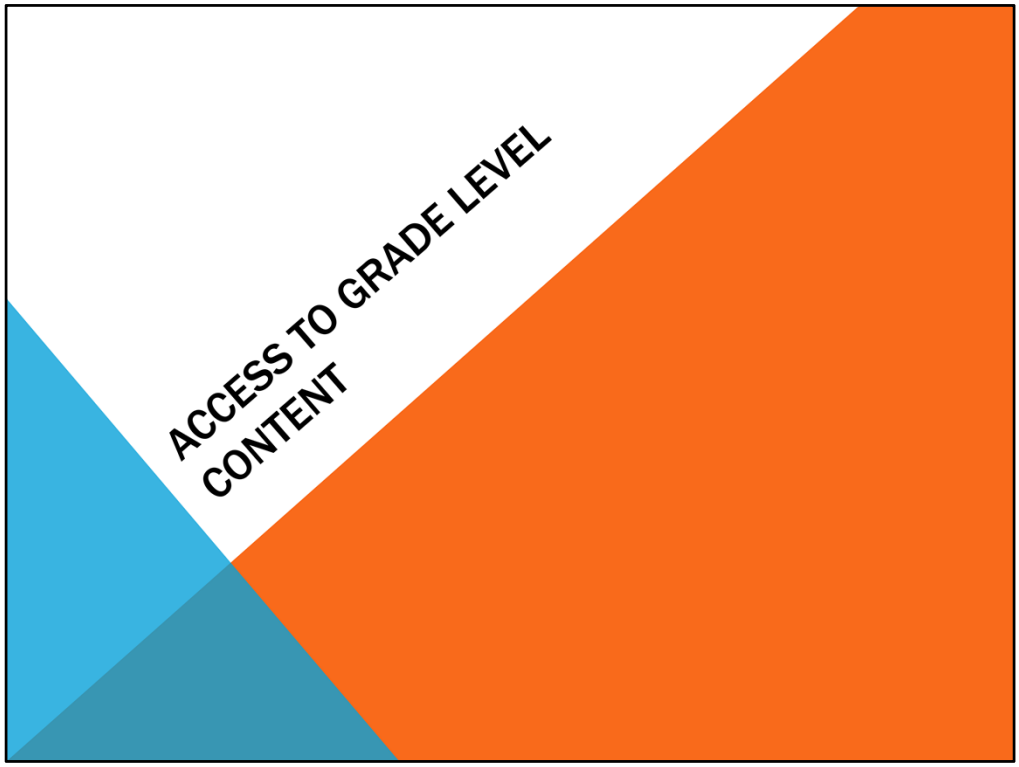
Major shifts that will take time for widespread implementation.
http://www.azed.gov/special-education/files/2014/08/t1.2-sped-law-a-year-in-review.pdf

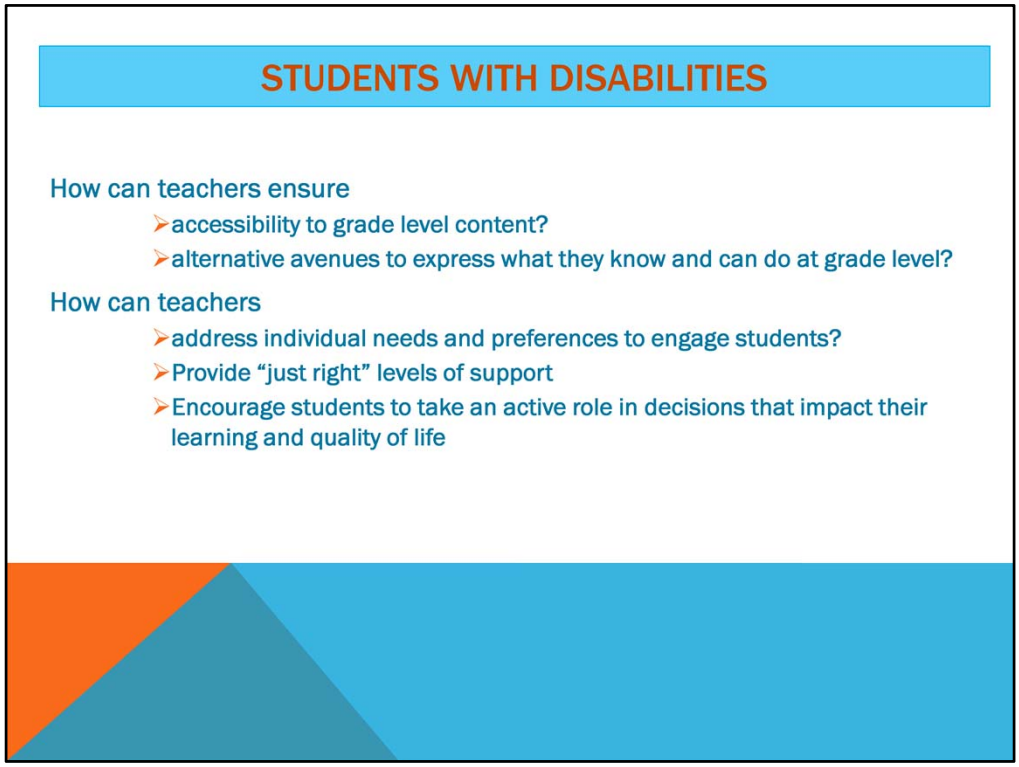


There are several critical elements in ESSA (Every Student Succeeds Act) that hold schools accountable for educational results:
Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems.
State assessments are the mechanism for checking whether schools have been successful in ensuring that students attain the knowledge and skills defined in the content standards.

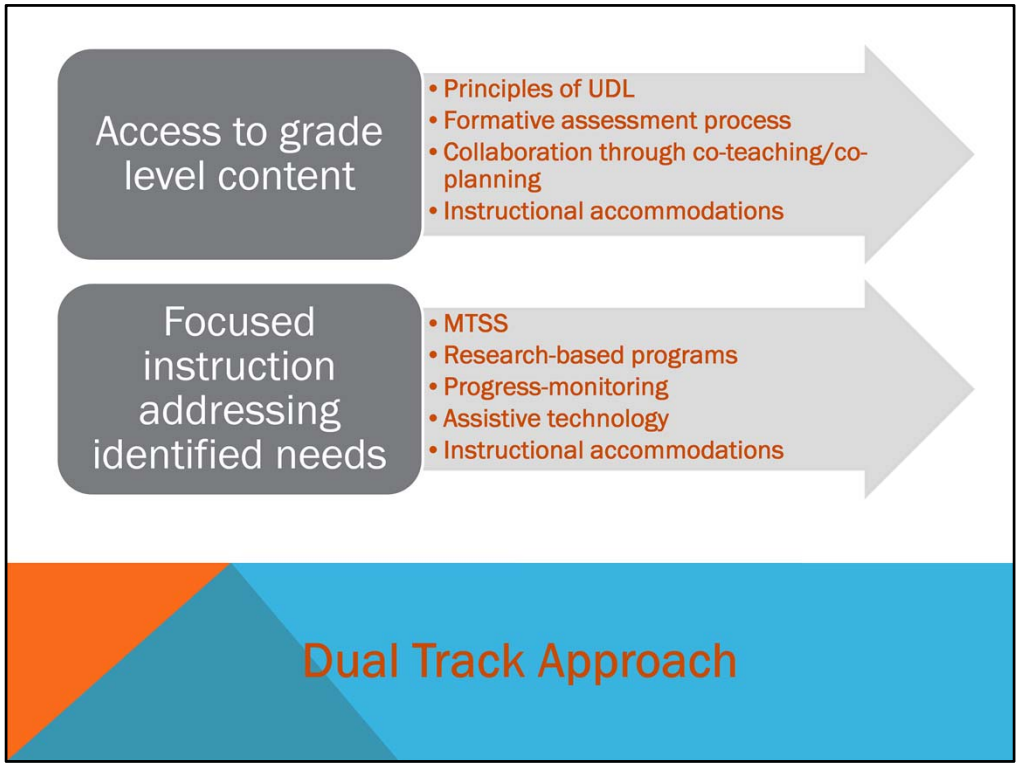


Raising expectations for both academic and non-academic measures, then writing goals that target those intentionally and mapping that trajectory across school years will define the various proficiencies we expect at the time of transition, and a systematic method to get them there. Expect more! (Backwards mapping…already done for CCR standards, but can also be done for non-academic goals)

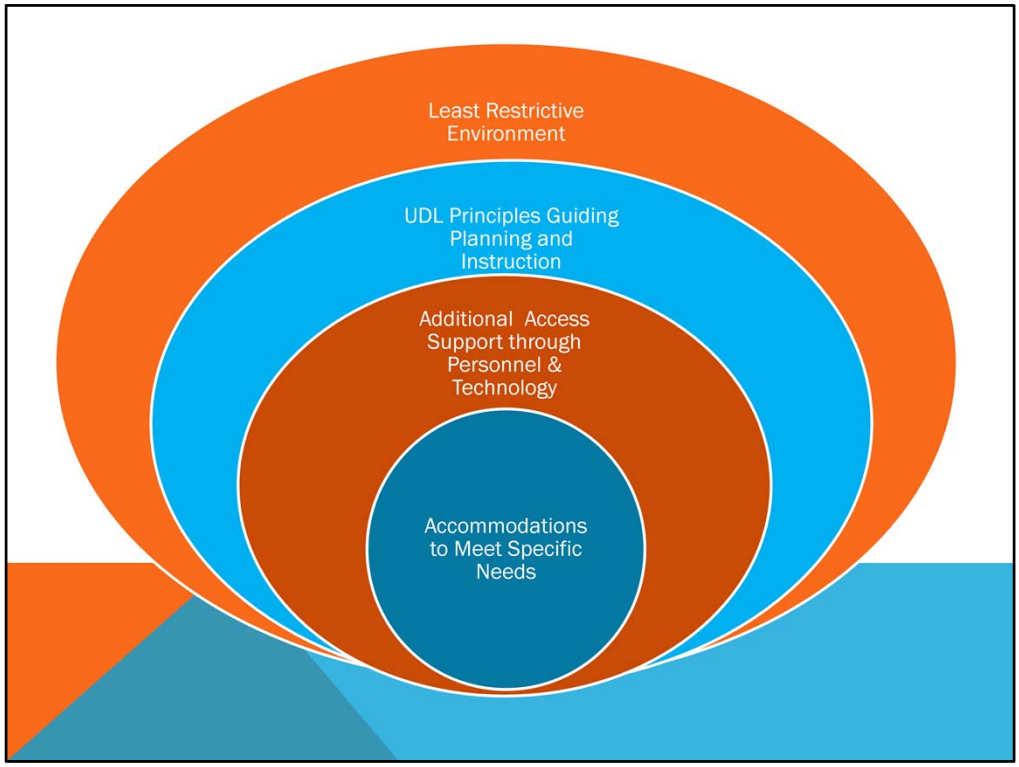

ACCESS TO GRADE LEVEL
CONTENT



Engagement = background knowledge/connections, preferences/choice, cultural aspects, a growth mindset, appropriate scaffolding/models –
The "what" of learning remains intact, the "how" variable is open for considerations.
Engaged students are less likely to have extensive absenteeism, suspensions, drop-outs – making them more likely to remain in school long enough to have that transition discussion.

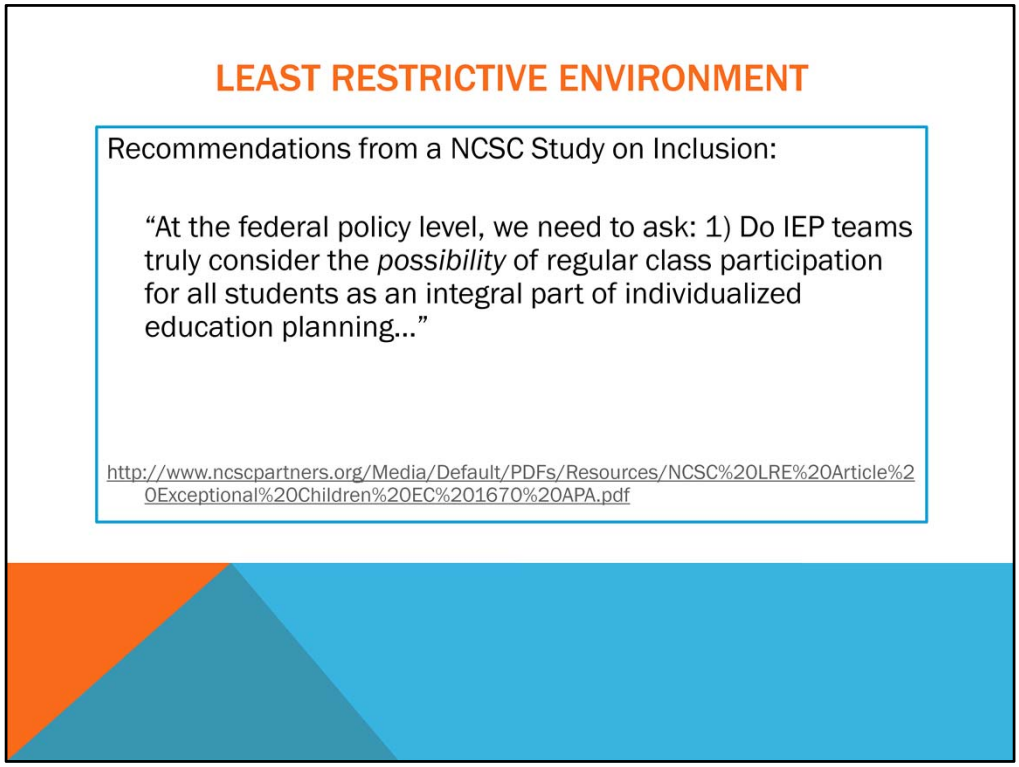


Initiatives from ESS and other departments have the focused instruction piece well in hand. But in addition, we need to think about access to grade level content…We can't lose sight of one for the other – both are critical to the desired outcome of CCR

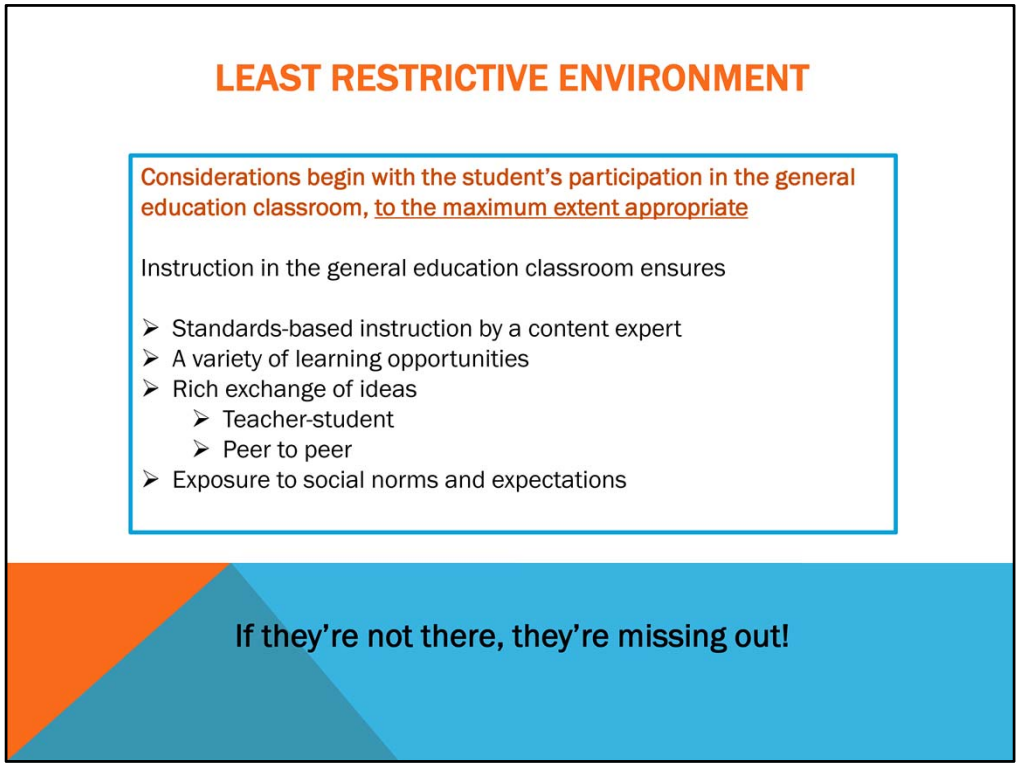


Instructional focus needs to shift to ensuring accessibility – a much broader focus than accommodations alone.

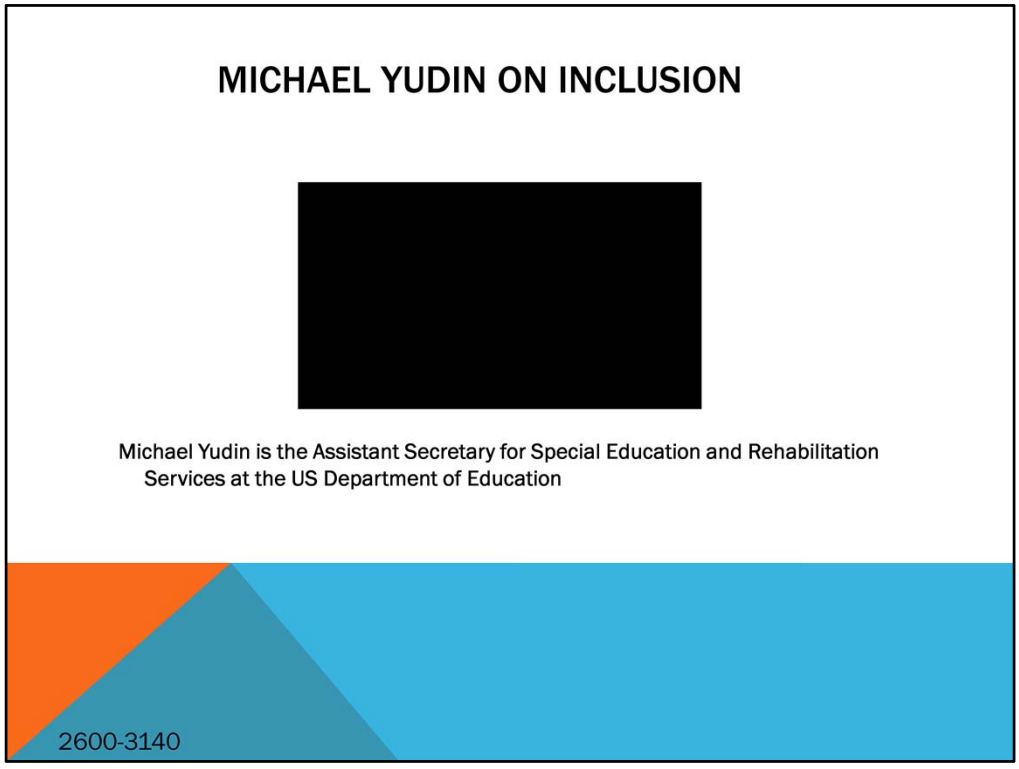
In light of the standards and associated assessments, the LRE determination requires careful consideration.



What are expectations, routine procedures – how do they impact decisions around the LRE?



Content experts are best positioned to instruct since they understand the standards, including the level of rigor intended. SPED teachers are experts in providing alternatives, or access, depending on specific needs. Opportunities for prolonged practice, problem solving, and group interactions exist within the gen/ed classroom that can't be replicated in any other setting. **Here students with disabilities begin to understand and advocate for their personal needs, evaluating what's beneficial for them as they negotiate inherent academic and social demands in this microcosm of post-graduate life.**



Video segment begins at 2600 through 3140

Percent of Time Spent Inside the Regular Classroom

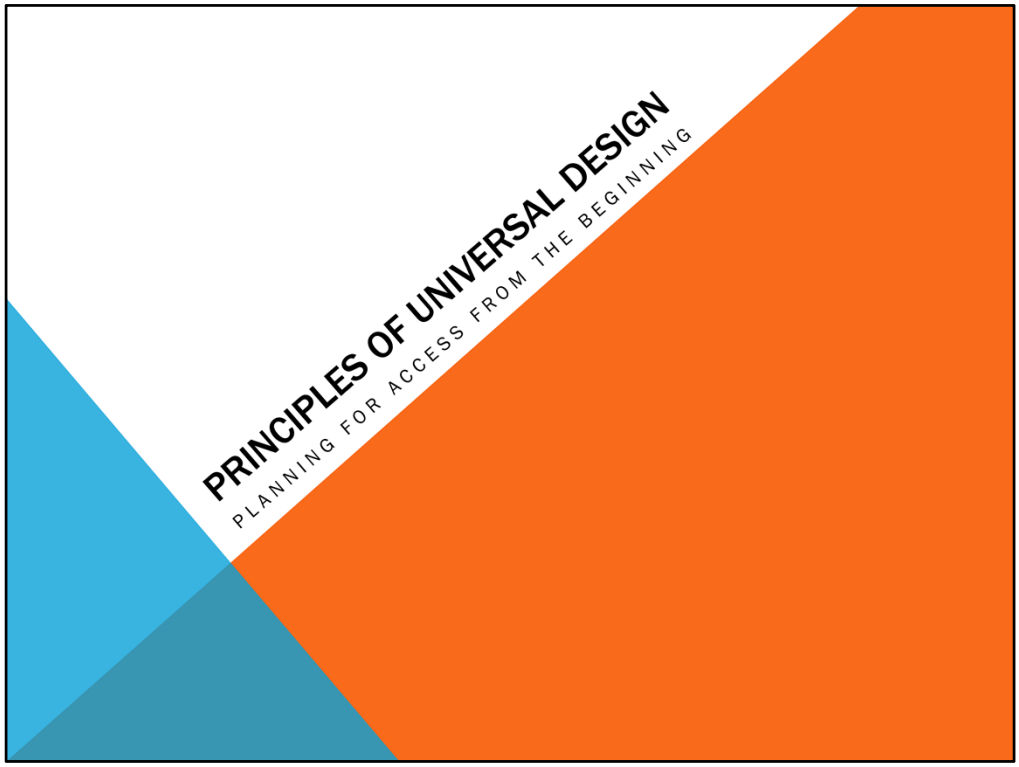
Students with Disabilities Ages 6 through 21

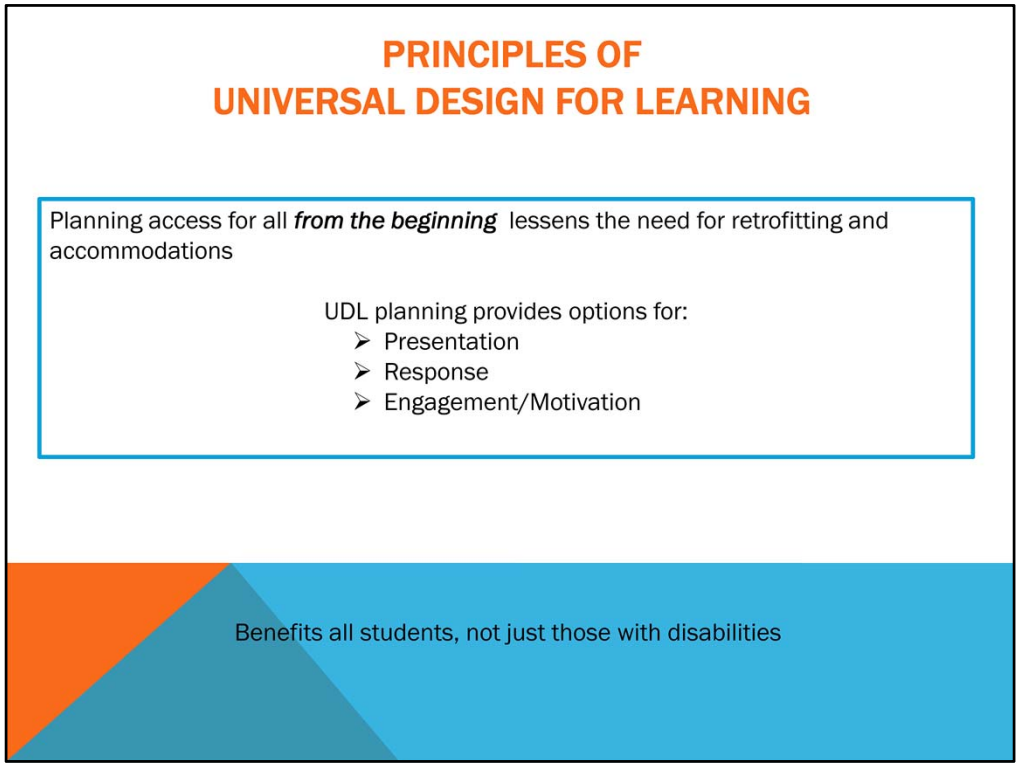
Disability Category	>80 % Day	40-79% Day	<40% Day	Separate Facility
All	61.5	19.5	13.7	3.3
Autism	39.5	18.1	33.2	8.1
Deaf-Blindness	21.5	11.5	34.0	27.8
Emotional Disturbance	44.1	17.8	20.3	14.7
Hearing Impairment	57.8	16.4	12.6	11.6
Intellectual Disability	17.1	26.6	48.7	6.6
Multiple Disabilities	13.1	16.2	46.2	20.7
Orthopedic Impairment	54.8	16.2	21.6	4.7
Other Health Impairment	64.0	22.2	9.7	1.9
Specific Learning Disabilities	67.2	24.6	6.3	0.6
Speech or Language Impairment	86.6	5.5	4.3	0.3
Traumatic Brain Injury	49.0	22.3	20.1	5.8
Visual Impairment	64.7	13.0	11.0	9.3
Developmental Delays	N/A	N/A	N/A	N/A

Data reported for IDEA 2012 Educational Environment

Source: http://www.smcoe.org/assets/files/about-smcoe/superintendents-office/statewide-special-education-task-force/Task%20Force%20Report%205.18.15.pdf

Students with high incidence disabilities spend 15 – 30% or more of the school day outside their gen/ed classrooms

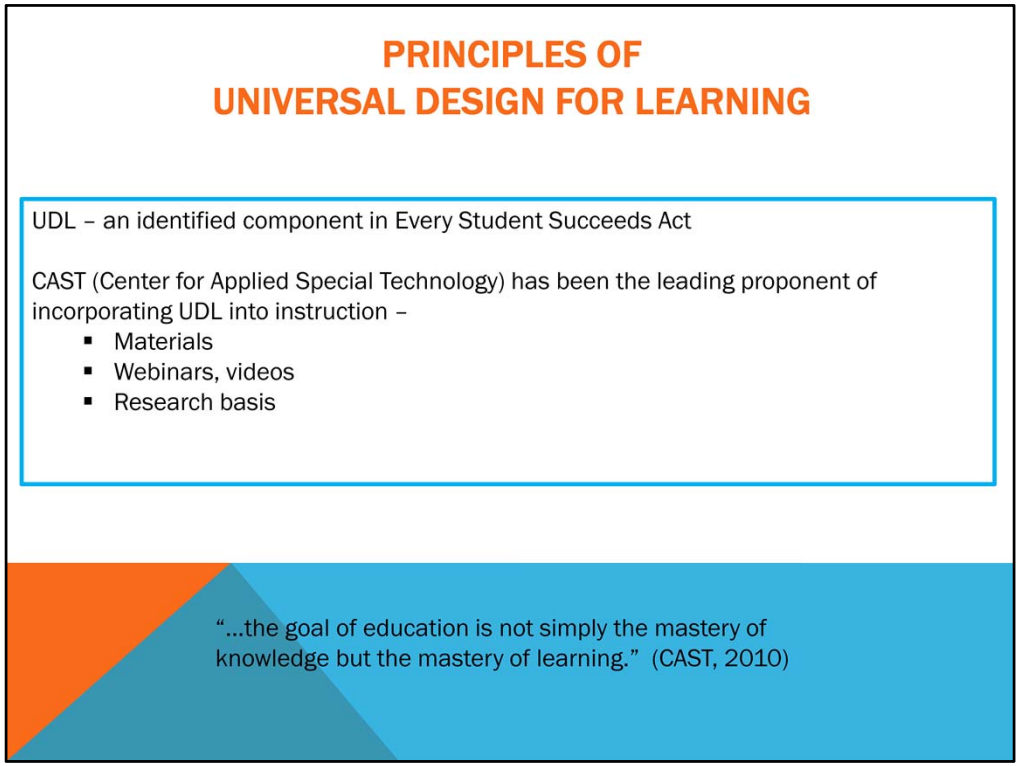

PRINCIPLES OF UNIVERSAL DESIGN
PLANNING FOR ACCESS FROM THE BEGINNING



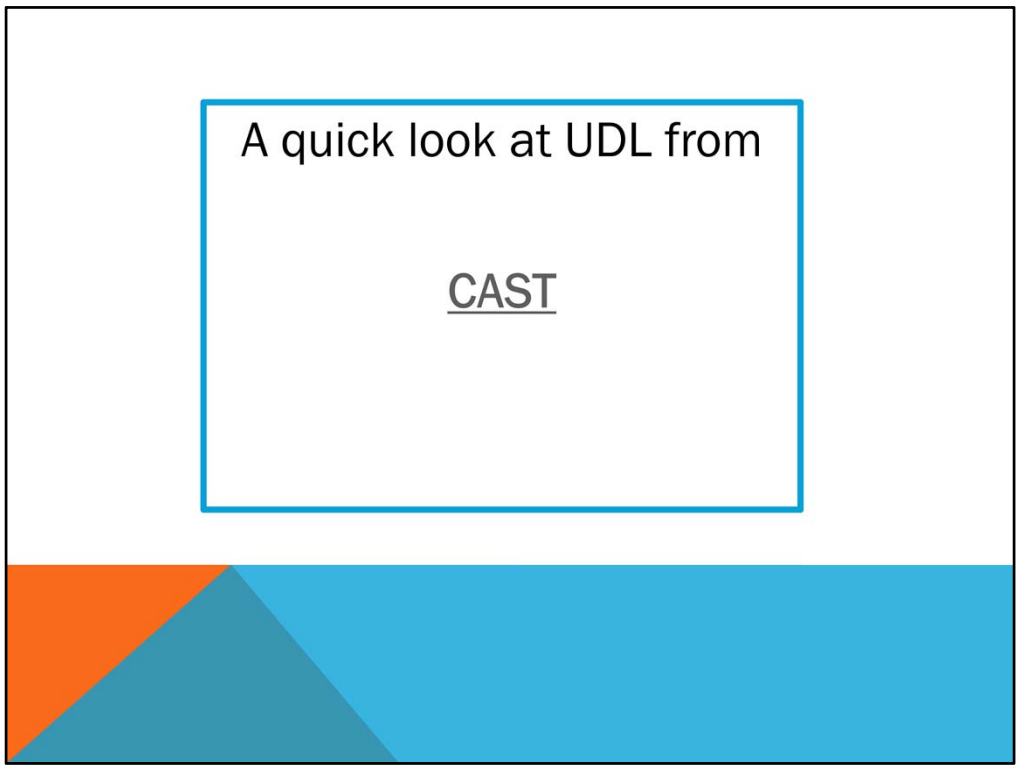
Can include low-tech or high-tech options. Planning involves frontloading for options in Presentation: accompanying video, pictures, realia, models, supplementary supports. Response: oral presentations, skits, drawings or posters, dance, written responses, dictated using speech-to-text. Engagement: student preferences based on background, culture, areas of interest – a choice of the vehicle that gets you to the destination!! (goal). Consider the options afforded with the choice of digital text: can be enlarged, supplemented with illustrations, colored, provide text to speech, sound can be amplified, speed adjusted, segment repeated, and music cues in the background can help students identify subtleties of affect

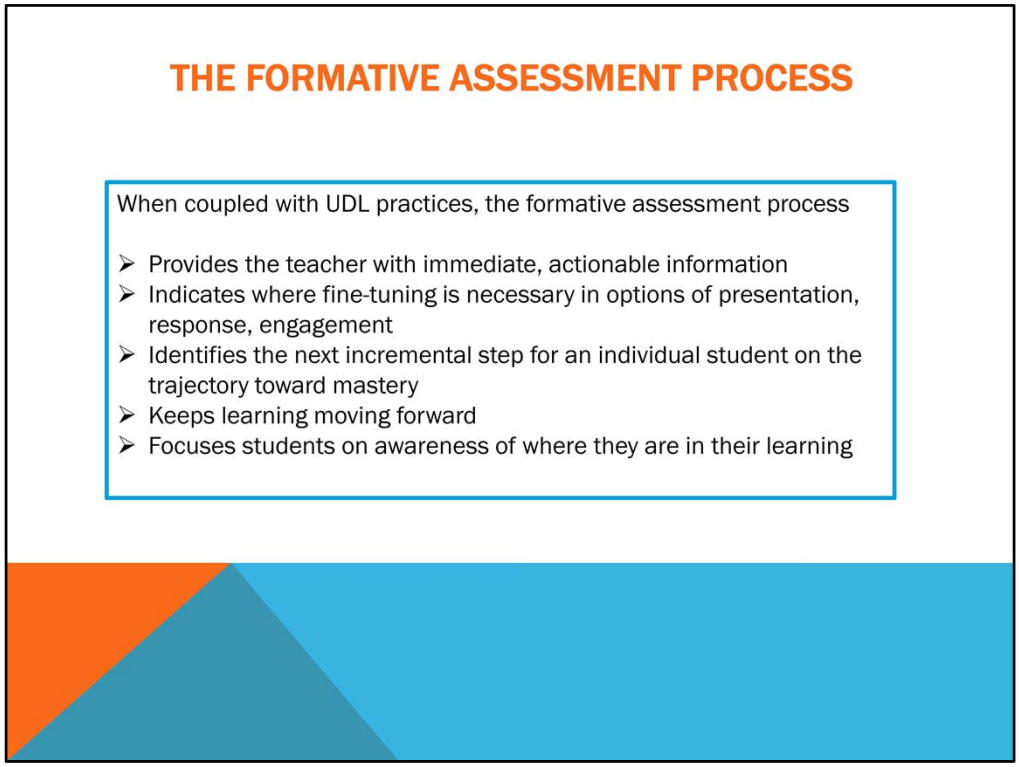
ESSA appropriates the UDL definition found in the Higher Education Opportunity Act of 2008:
Universal Design for Learning (UDL) means a scientifically valid framework for guiding educational practice that — (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.
Higher Education Opportunity Act of 2008

Source: CAST
www.cast.org

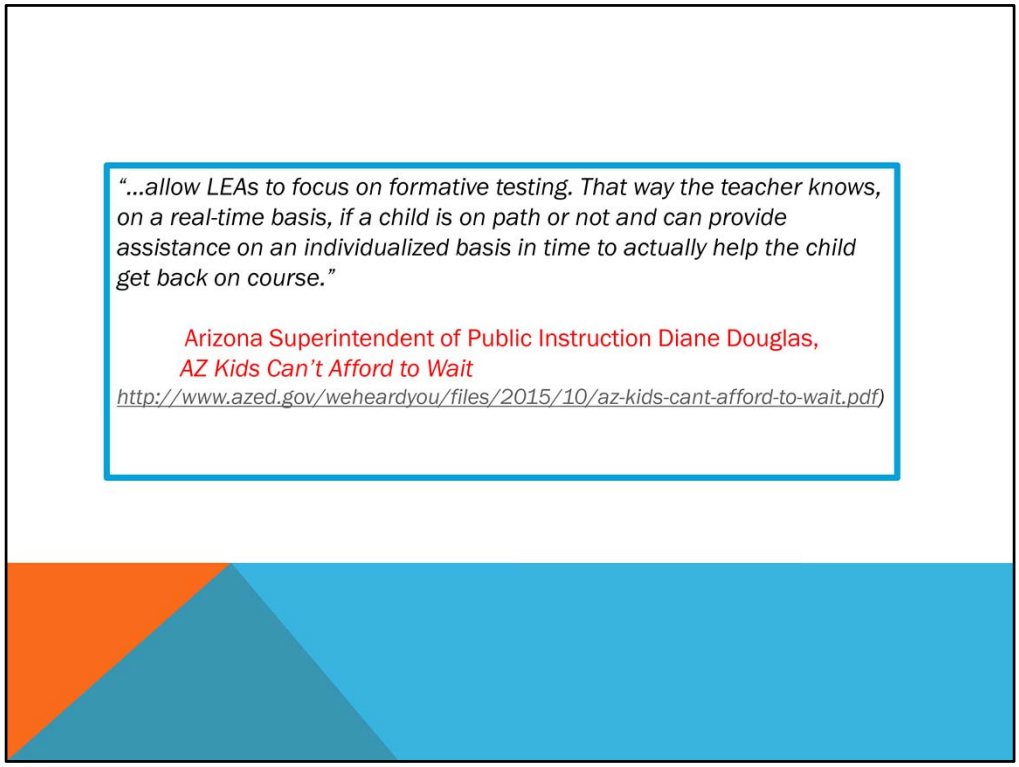


Quotation: http://www.udlcenter.org/resource_library/articles/gps

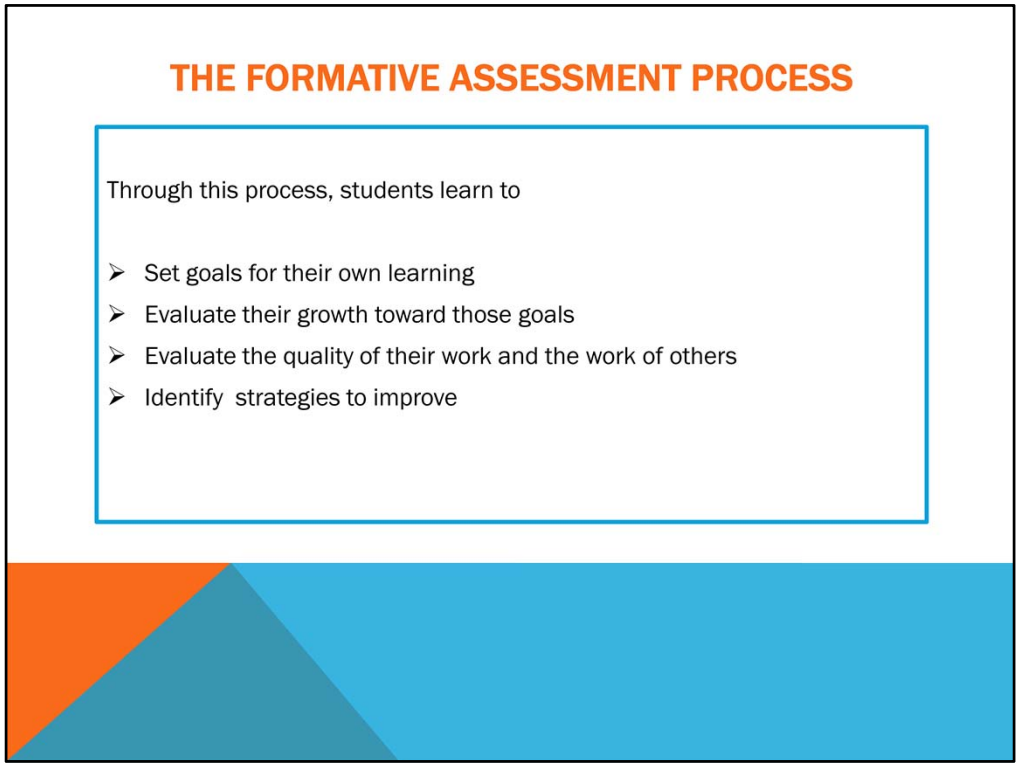

A quick look at UDL from
CAST



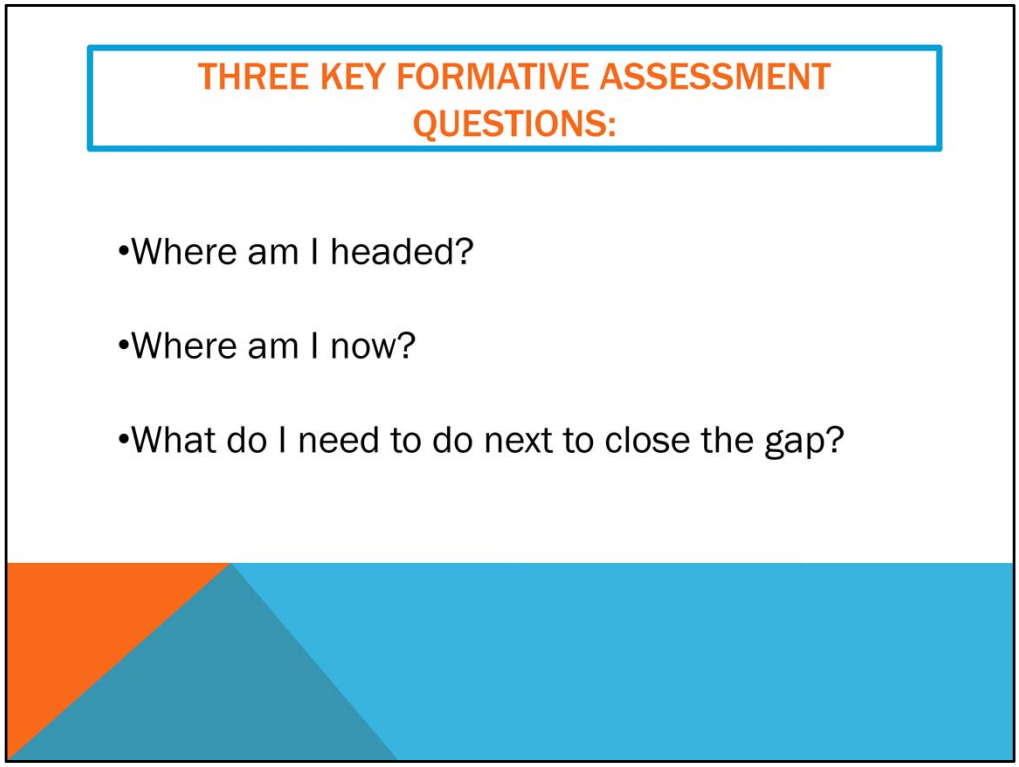
UDL and formative assessment are complimentary practices, pro-active in nature, that involve significant planning ahead of instruction. The pay-off lies in the ability to keep all learners moving forward. It minimizes the quagmire that educators get into with retrofitting, re-teaching, and collecting/analyzing/acting on data long after the "teachable moment" has passed. (Touch on Vgotsky – ZPD)



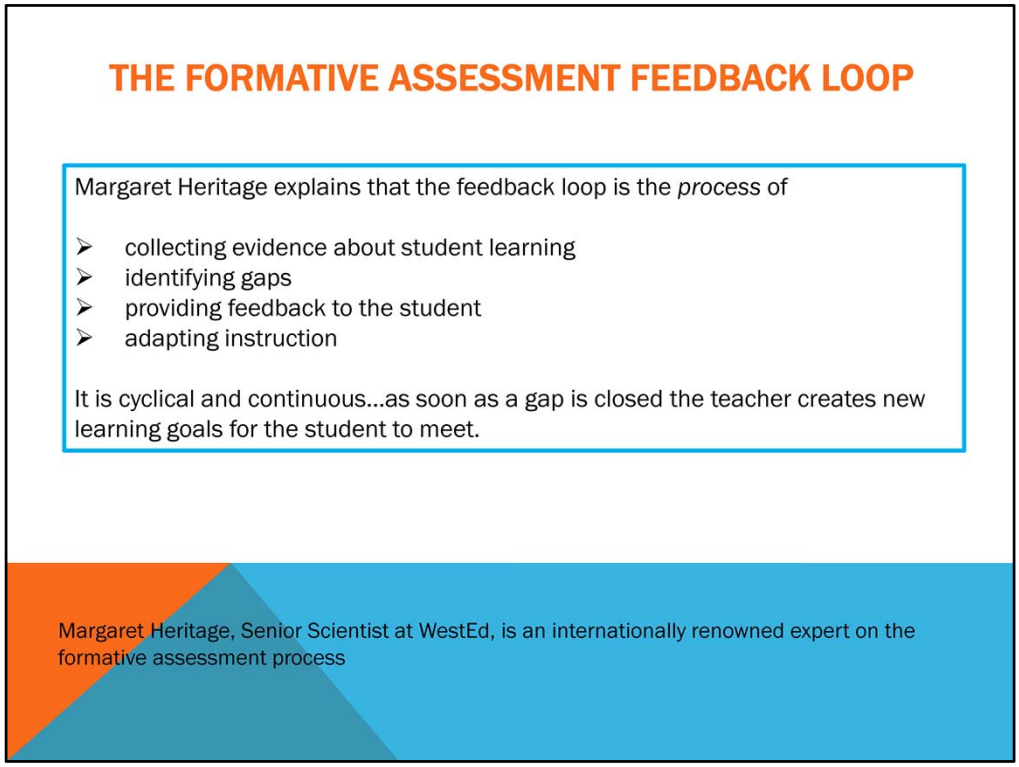
The formative assessment process is intentional – two of the three dimensions are carefully planned in advance to elicit student thinking through discussion that probes understandings, or through activities/projects that are designed to reveal grasps of concepts or demonstrate skills. The 3rd dimension, "on the fly" adjustments, require teachers to temporarily change course to clear up or note misconceptions.



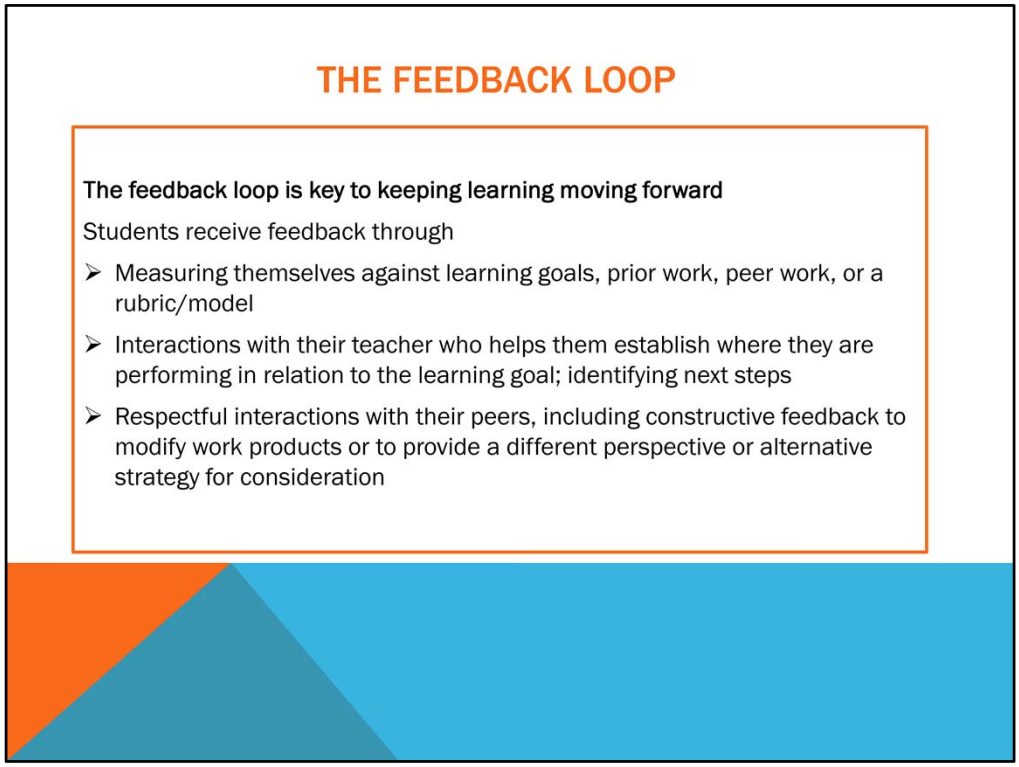
Important to understand that this is a process, not a product that can be purchased off the shelf – not a "test" separate from instruction, but rather an embedded and ongoing practice as students go about the business of every day learning. . **This process positions the student as an active player in his own learning – responsible for decision-making, understanding when assistance is needed and seeking that help, and following through on constructive feedback offered by teachers and peers.**


THREE KEY FORMATIVE ASSESSMENT QUESTIONS:
•Where am I headed?
•Where am I now?
•What do I need to do next to close the gap?

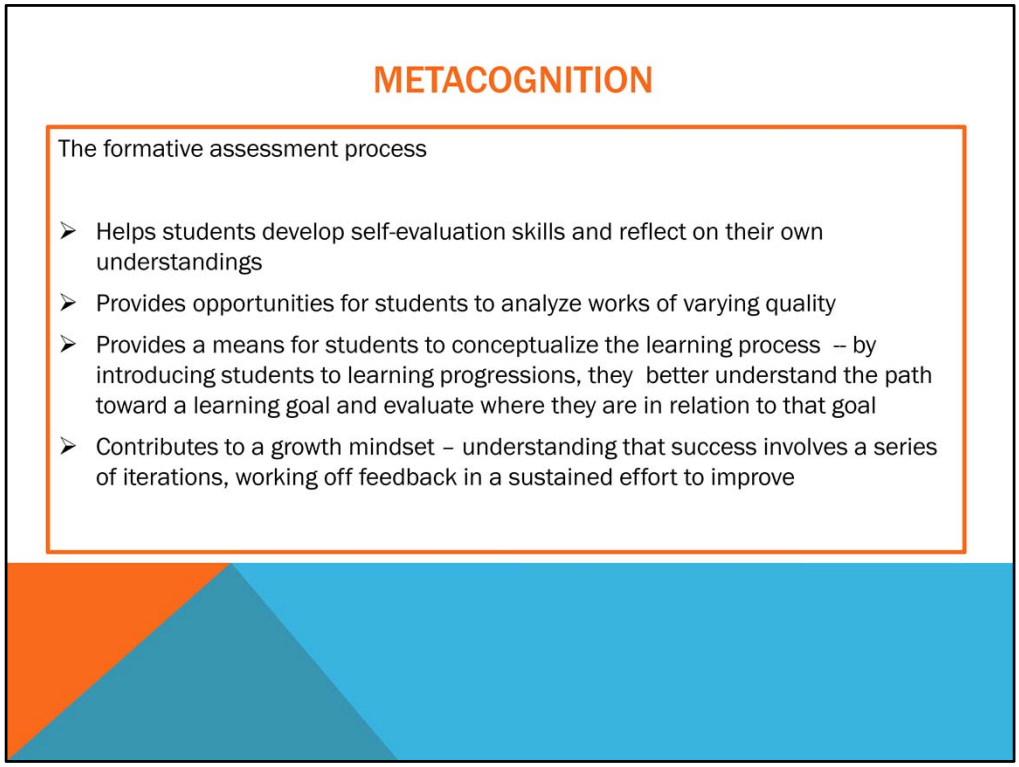
ZPD



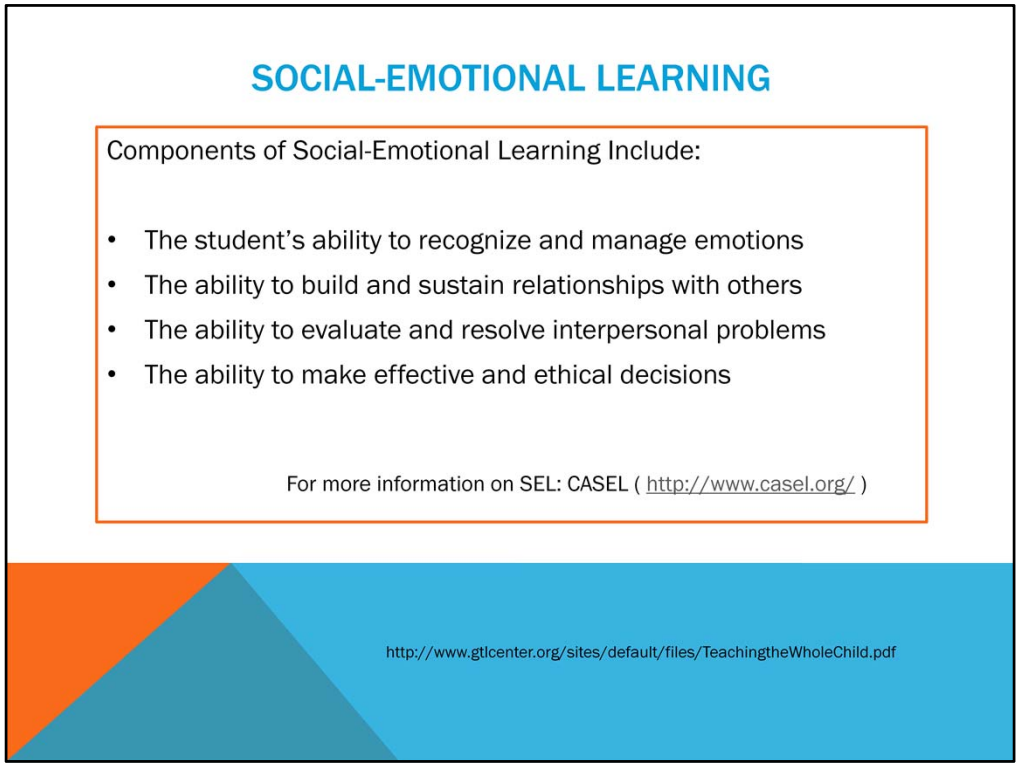
With all the moving parts, teachers have to have a way of discerning what's effective for individuals – a way to keep tabs on understandings. Through feedback, the teacher and student have a common understanding of the goal, evaluate where the student is in relation to that goal (meeting the student where he is), and determine the next incremental step. Feedback is actionable with checks for follow-through.



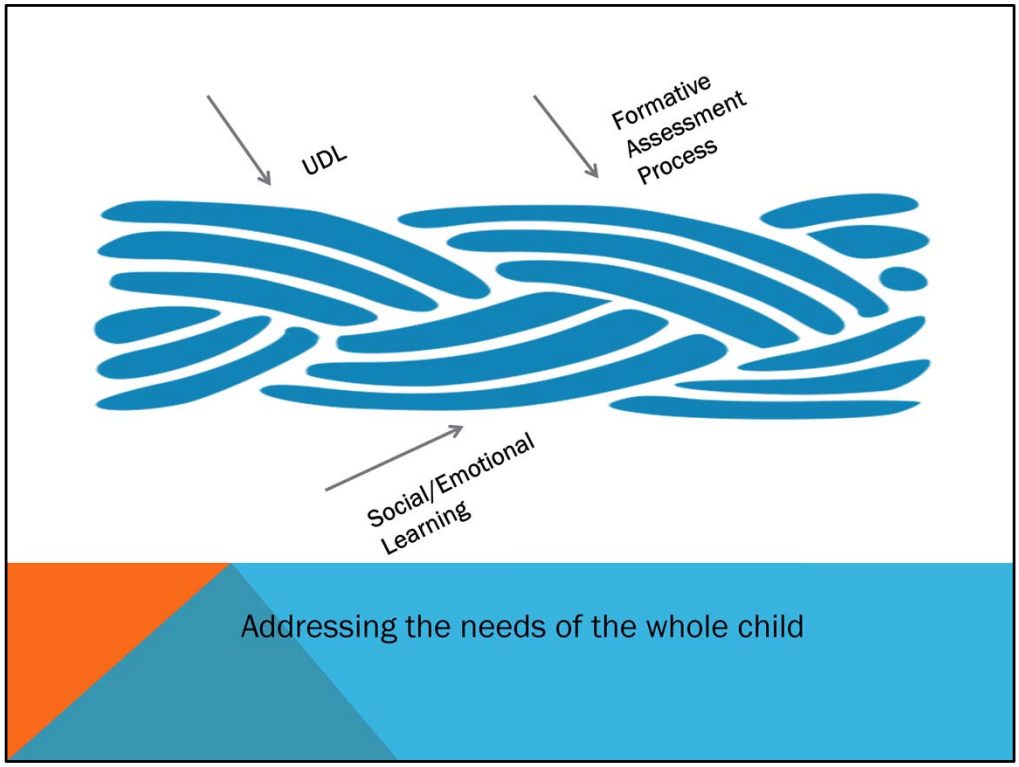
In order to incorporate effective peer feedback interactions, the teacher must have developed a sense of community within her class that is respectful of individual differences, strengths, and perspectives. Students must focus on a rubric or model to provide specific constructive feedback to peers on points for improvements.



Thinking about your own approaches, perspectives, flexibility, strengths, tenacity, preferences, and needs in relation to others, to specific situations, and in general across settings – critical understandings that foster greater confidence, independence, and self-advocacy.

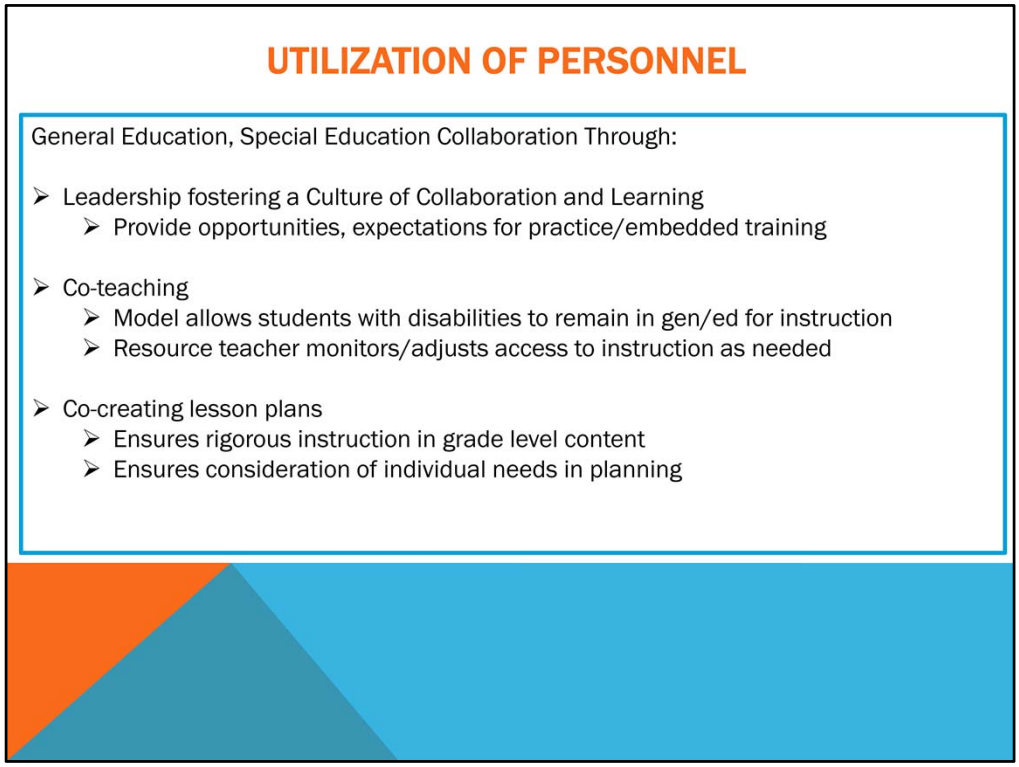


Soft skills that are important for successful post-secondary employment – managing your affective, cognitive, and social behavior…CASEL for additional info

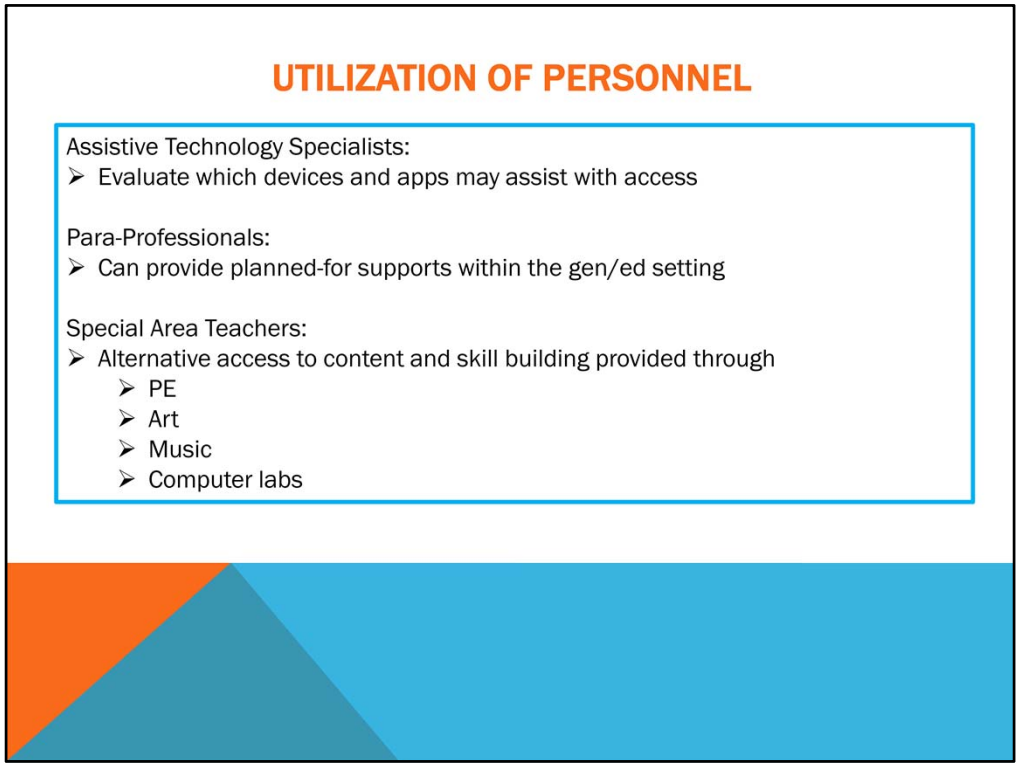


By weaving these practices together, we can better address the needs of the whole child in the general education setting.


ADDITIONAL SUPPORTS
PERSONNEL AND TECHNOLOGY



Each professional contributes their personal expertise to develop a multi-dimensional plan that meets the needs of a range of students
For example: UDL designed lesson w/students working in teams. SPED teacher may suggest team member role for a particular student based on what she knows about his strengths/preferences. She may provide additional scaffolding of that role to ensure that the student has meaningful participation.



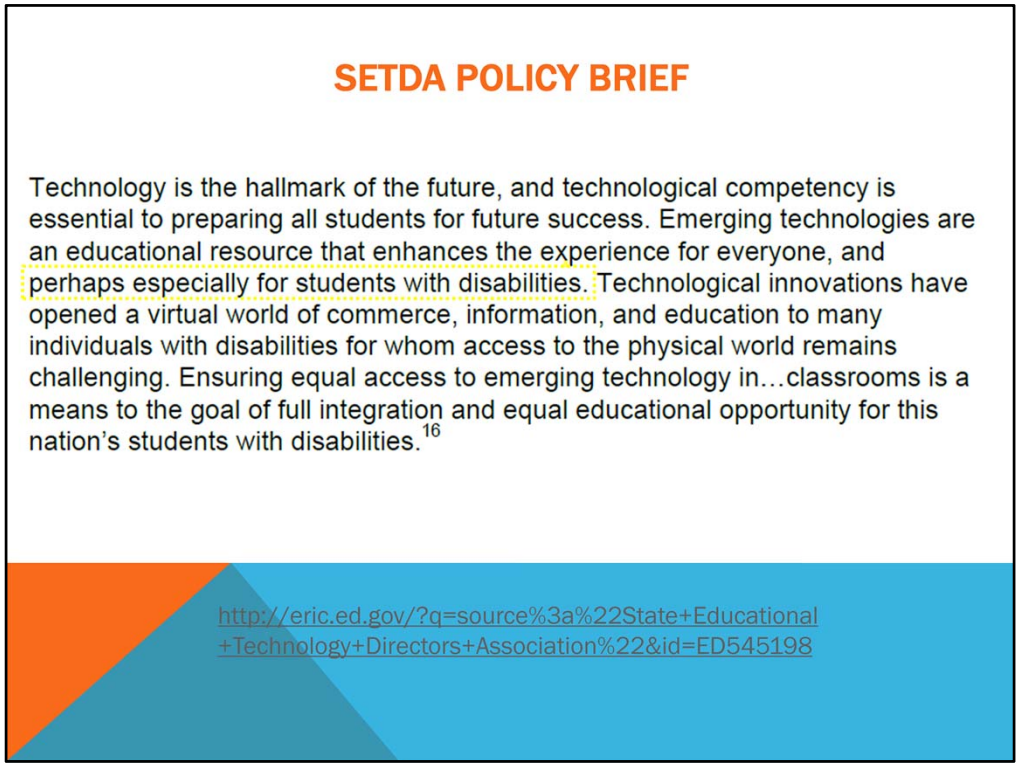
Tap into individual's learning modes and preferences by enlisting supports for access from the range of school professionals

Building staff support learning through parallel planning to reinforce concepts in a variety of ways

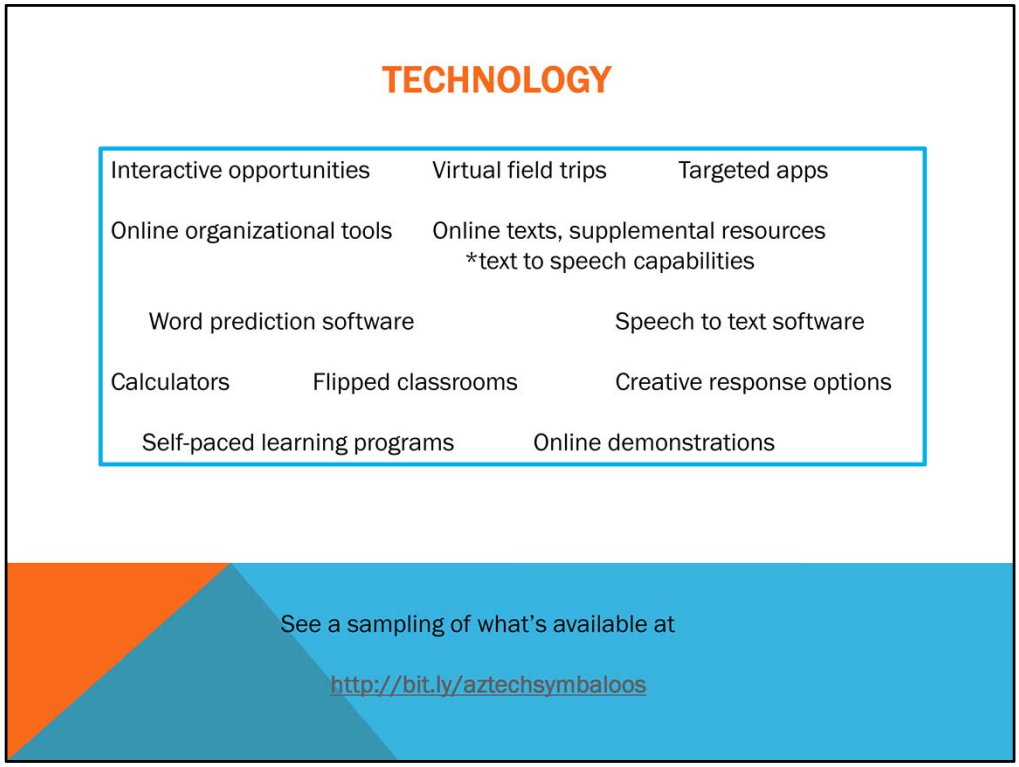
Building staff (under-utilized) – PE with whole body movement to illustrate math concepts, math in music or art, phrasing/rhyme/fluency in music, reinforcing academic vocabulary, varied concept applications across subjects

"We live in a society exquisitely dependent on science and technology, in which hardly anyone knows anything about science and technology"

Carl Sagan,
astronomer



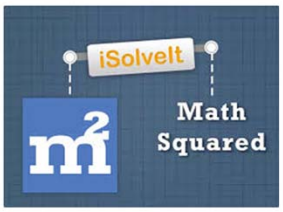
From conclusion section in State Educational and Technology Directors Association brief – Not just Assistive Technology – but all emerging tech that can be integrated for application in educational settings – should be considered for access.



The impact that the advances in technology have had (and will continue to have) on the transfer of knowledge cannot be overstated…**Our coding system for the exchange of information may be one of the first roadblocks encountered by students with disabilities when they enter school. While we need to work steadily to teach decoding and encoding skills, we also need to take advantage of technologies that circumvent those roadblocks, allowing students to continue to access grade level instruction and progress alongside their same age peers. Tech can also serve as a medium to facilitate social interactions, helping students to discover shared interests.**

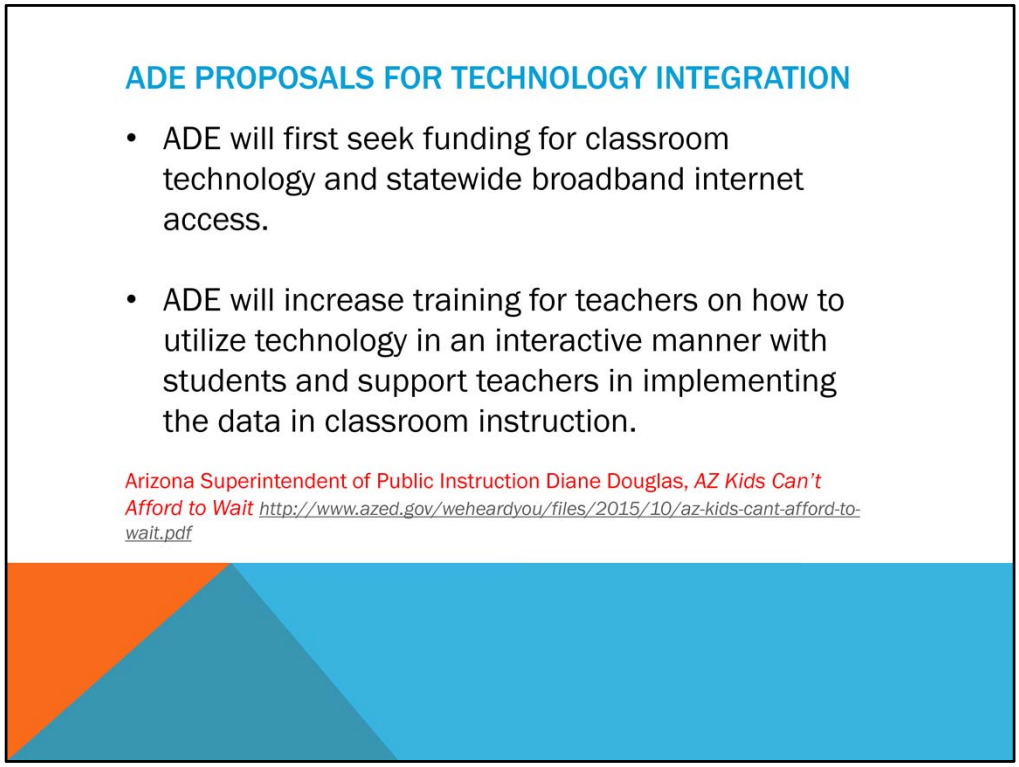
TECHNOLOGY

Example for CAST



Instructional Video

Math Squared App



Not just assistive technology, but emerging tech and the capabilities of those in common use – such as smart phones - should be explored from the perspective of a particular student's needs for potential use. Ongoing trials will help students make critical determinations about what works for them, further enabling them to self-advocate and function with greater independence in preparation for post-graduate endeavors.


ACCOMMODATIONS
MEETING SPECIFIC NEEDS OF INDIVIDUALS

LESSONS LEARNED FROM THE SURVEY

May, 2015

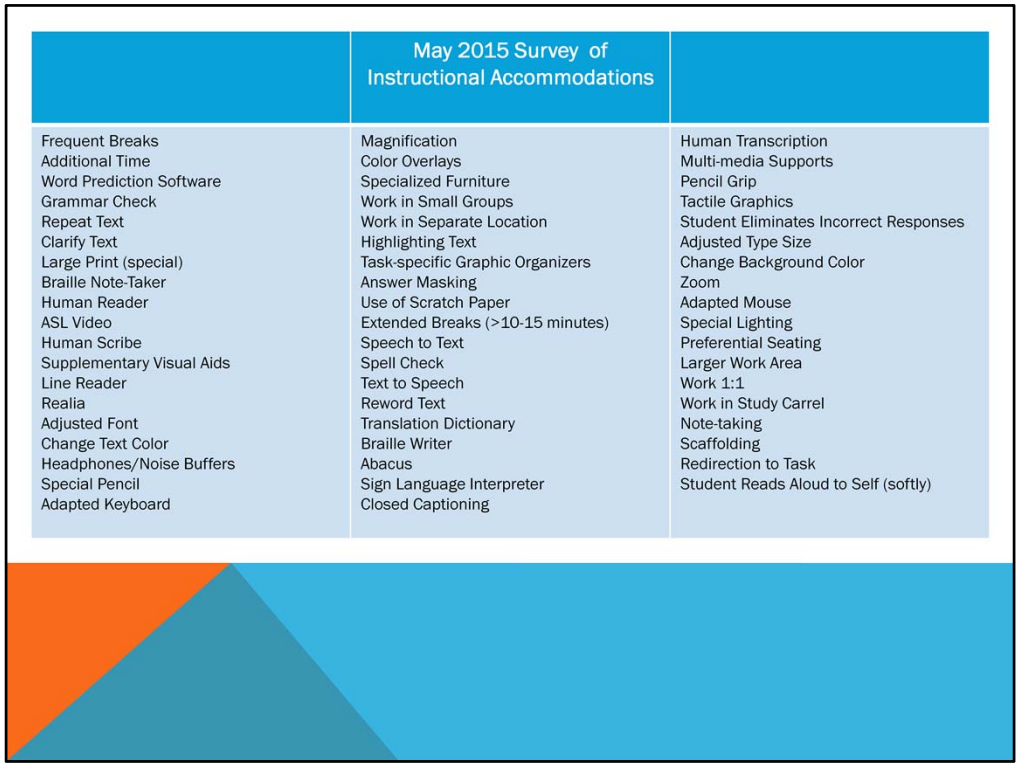
- Exceptional Student Services surveyed general education and special education teachers across the state on instructional accommodation use
- More than 1,000 responses

Please refer to Handout:

May 2015 Survey of Instructional Accommodations

Take 5 minutes to identify those accommodations you believe to be in frequent use by both general education and special education teachers to provide access for students with disabilities,

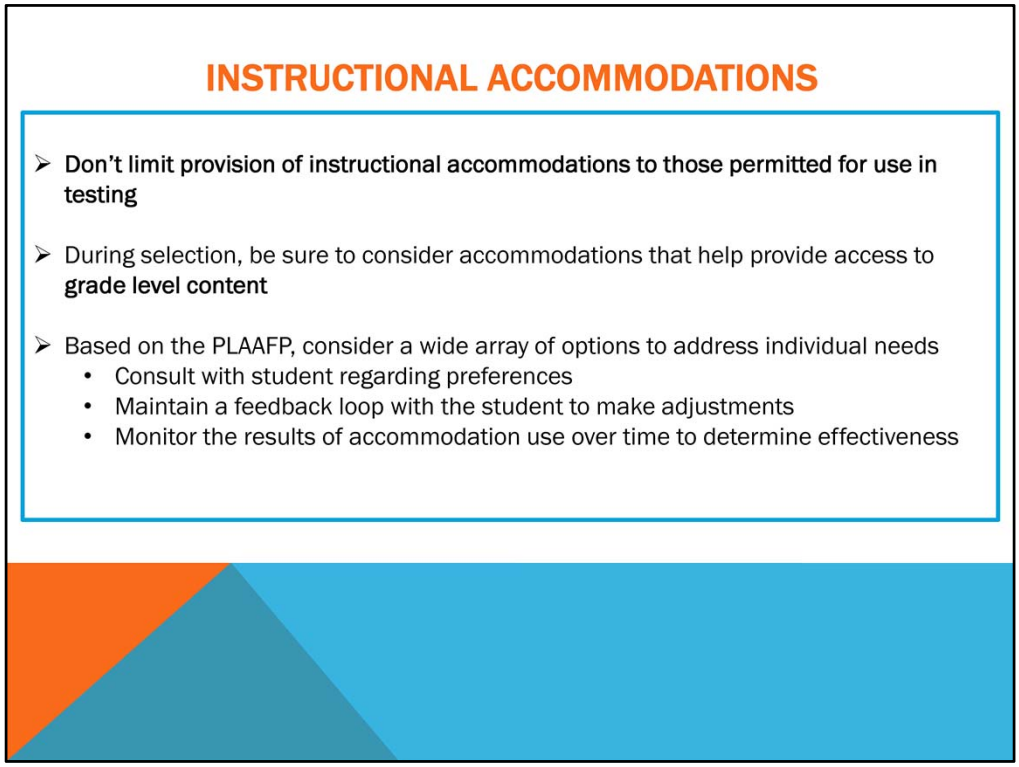
Then share thoughts at your table.


May 2015 Survey of Instructional Accommodations
Frequent Breaks
Additional Time
Word Prediction Software
Grammar Check
Repeat Text
Clarify Text
Large Print (special)
Braille Note-Taker
Human Reader
ASL Video
Human Scribe
Supplementary Visual Aids
Line Reader
Realia
Adjusted Font
Change Text Color
Headphones/Noise Buffers
Special Pencil
Adapted Keyboard
Magnification
Color Overlays
Specialized Furniture
Work in Small Groups
Work in Separate Location
Highlighting Text
Task-specific Graphic Organizers
Answer Masking
Use of Scratch Paper
Extended Breaks (>10-15 minutes)
Speech to Text
Spell Check
Text to Speech
Reword Text
Translation Dictionary
Braille Writer
Abacus
Sign Language Interpreter
Closed Captioning
Human Transcription
Multi-media Supports
Pencil Grip
Tactile Graphics
Student Eliminates Incorrect Responses
Adjusted Type Size
Change Background Color
Zoom
Adapted Mouse
Special Lighting
Preferential Seating
Larger Work Area
Work 1:1
Work in Study Carrel
Note-taking
Scaffolding
Redirection to Task
Student Reads Aloud to Self (softly)

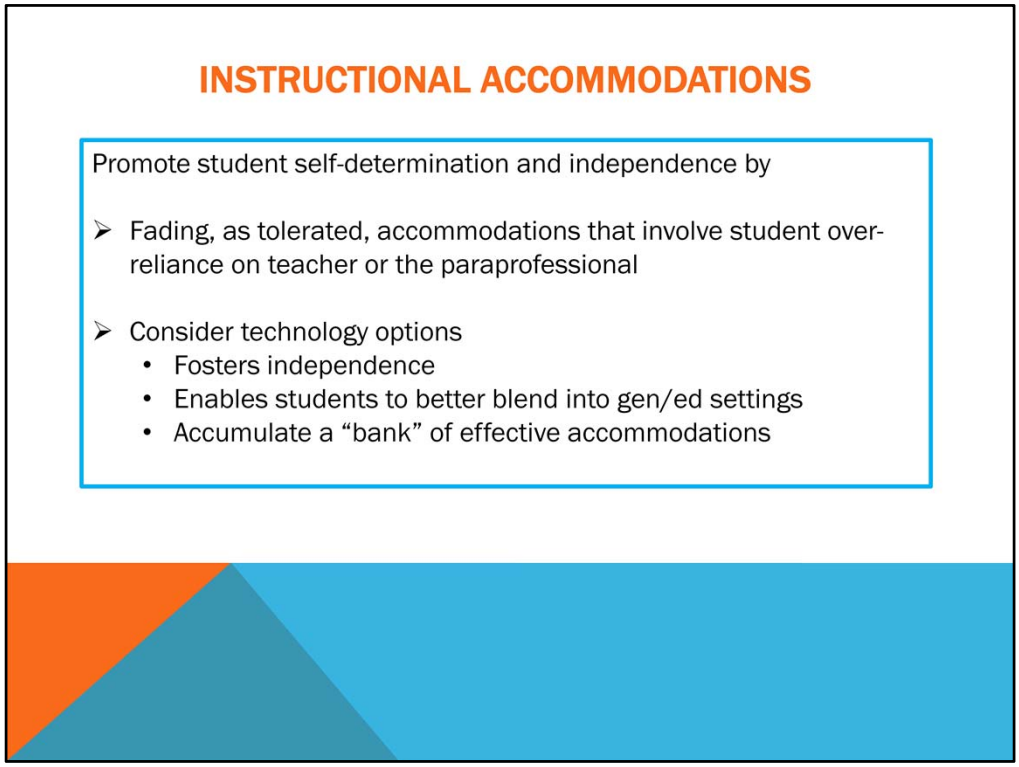
Compare your selections with the actual survey results on the following slide

Note the most frequently cited accommodations in use; discuss survey results as they pertain to:

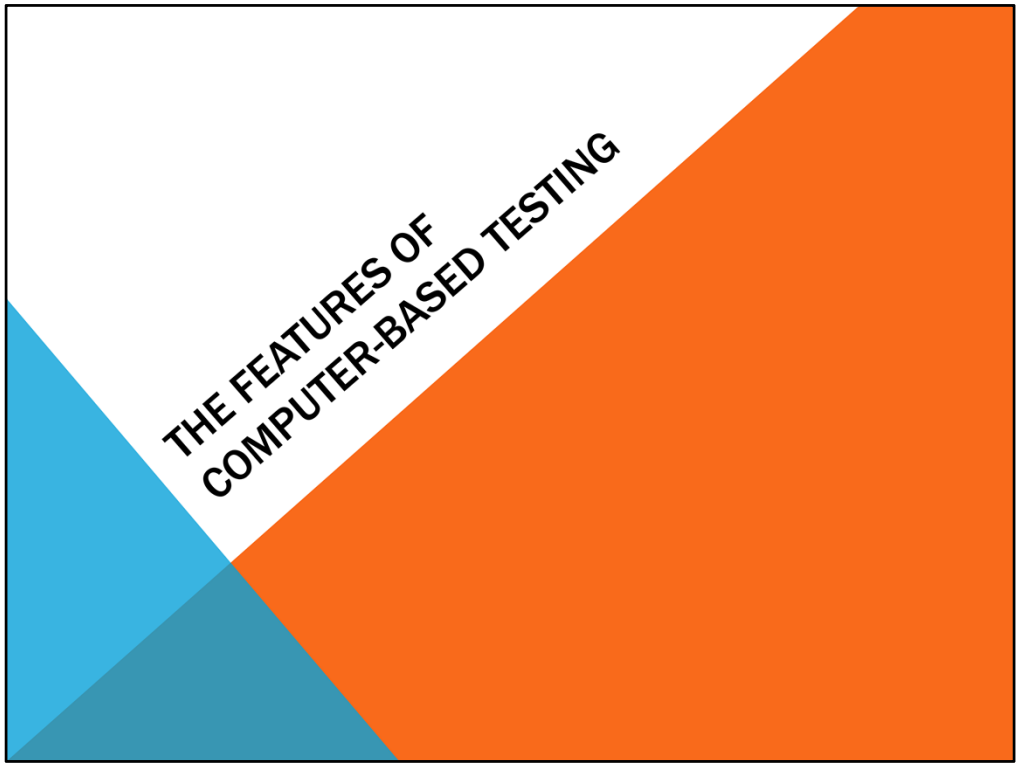
- The impact of frequently cited accommodations on student access to grade-level standards
- The impact of frequently cited accommodations on the development of student independence/self-reliance

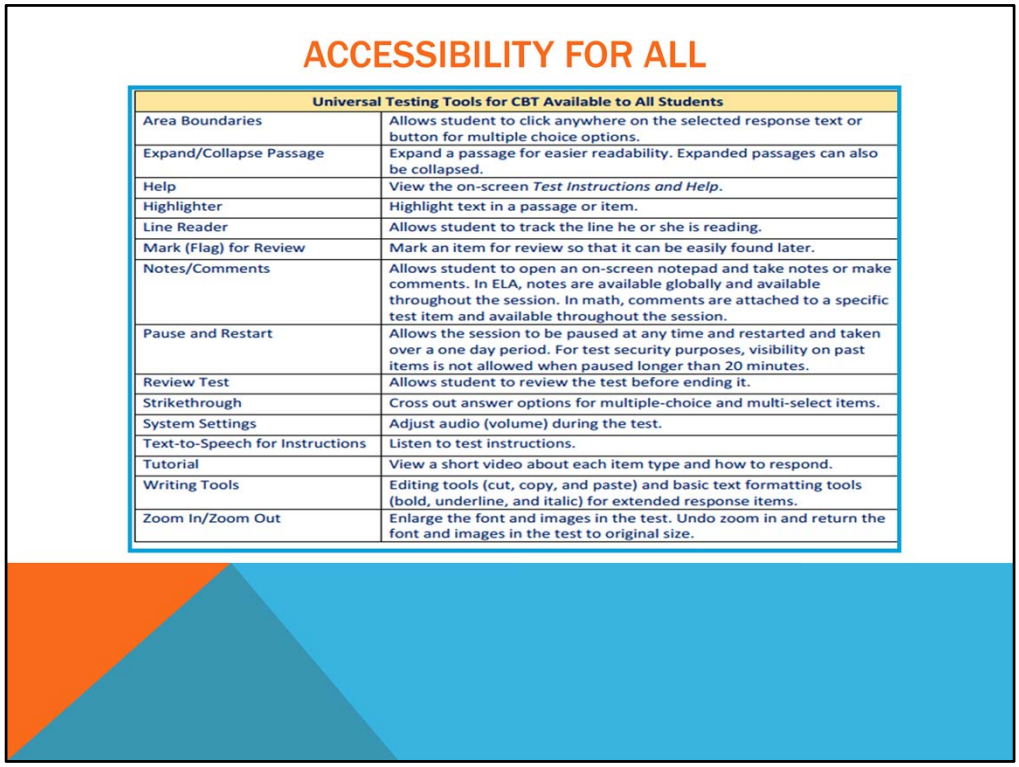


In survey commentary, indication that IEP teams chose instructional accommodations based on what's allowed in state testing.

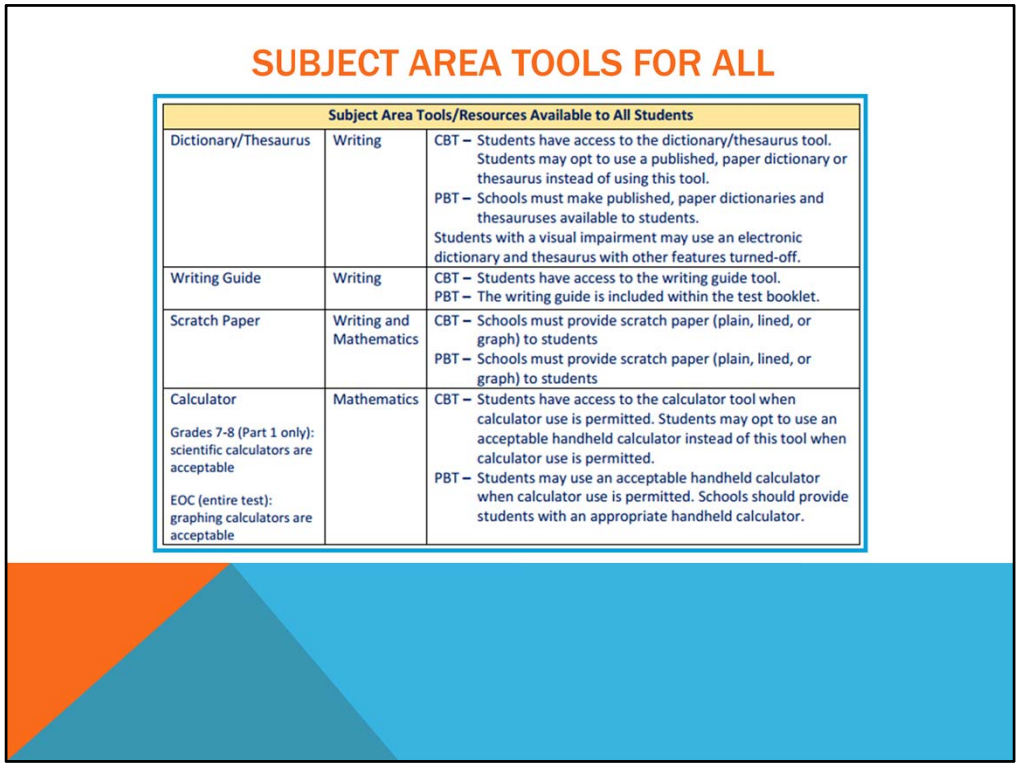


While well-intentioned, many of the practices we employ such as 1:1 instruction or overly-scaffolded assignments encourage dependency. Students need to explore tools that will help diminish the effects of their disability and help them function more independently, allowing them to move forward alongside their gen/ed peers.

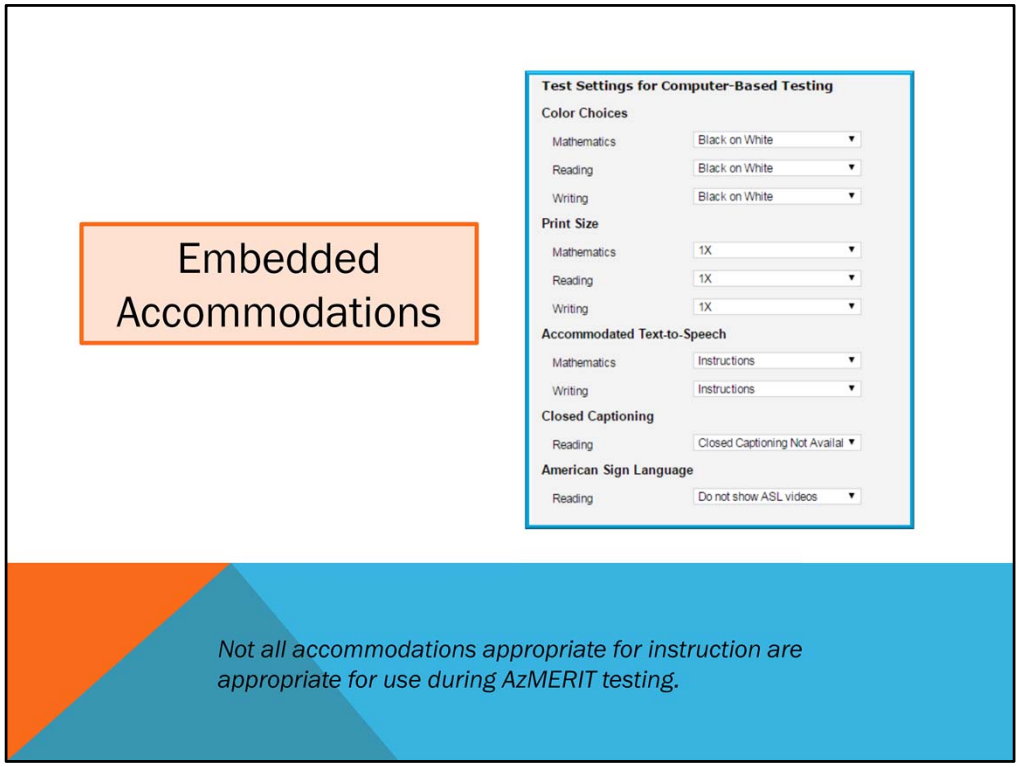

THE FEATURES OF
COMPUTER-BASED TESTING



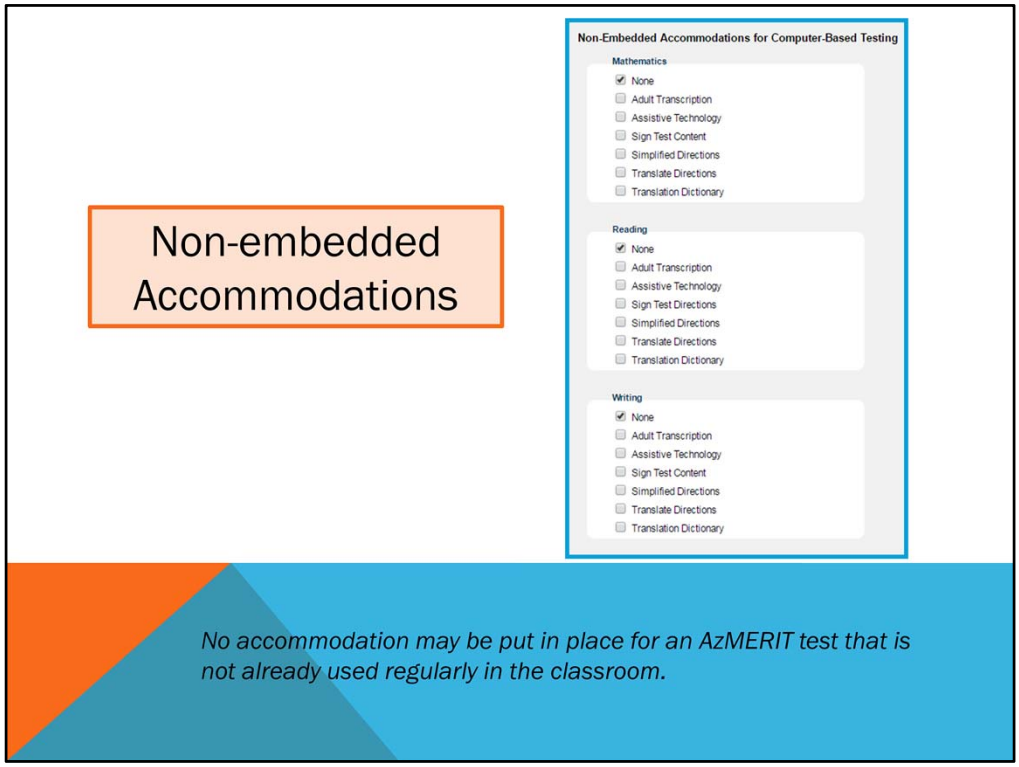
The list of Universal Test Tools are available to all students in all AzMERIT tests and cannot be disabled.



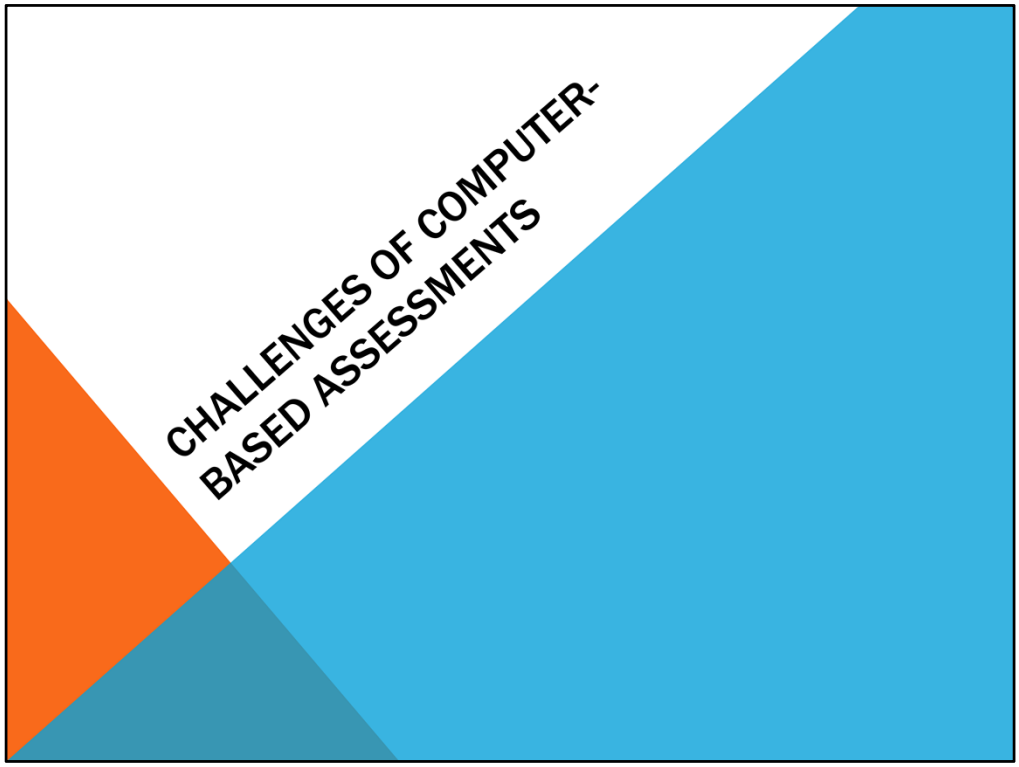
These tools are available for all students. Comparable tools are available for students taking the paper-based test.

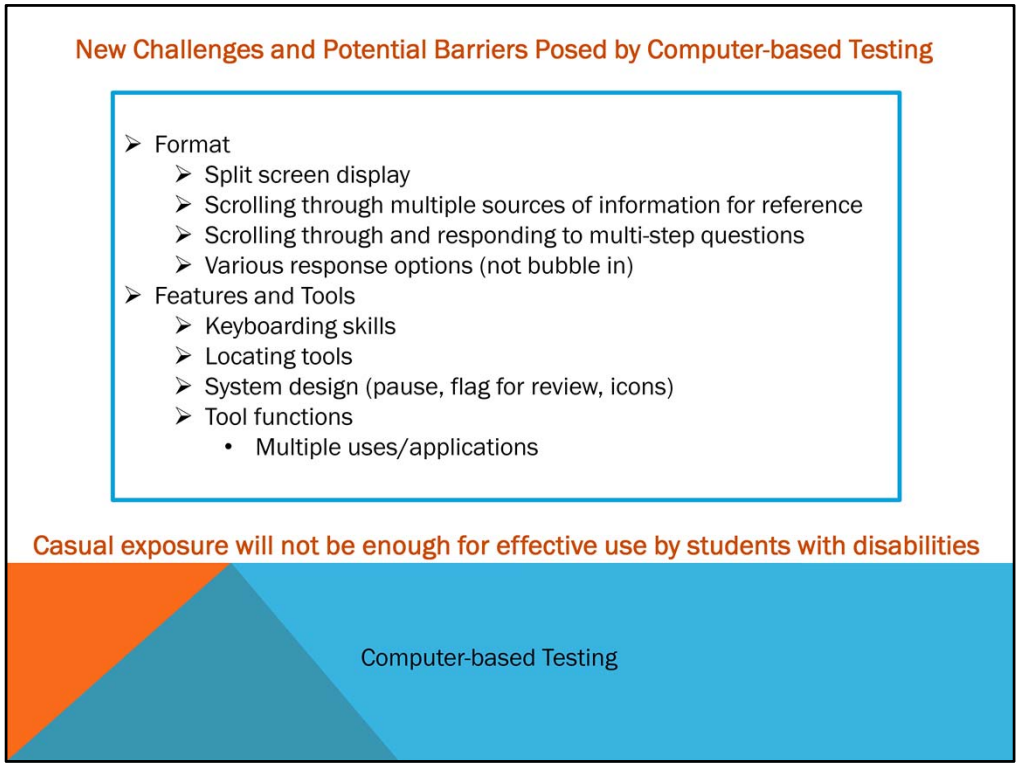


Testing accommodations may not violate the construct of a test item. Testing accommodations may not provide verbal or other clues or suggestions that hint at or give away the correct response to the student. Therefore, it is not permissible to simplify, paraphrase, explain, or eliminate any test item, writing prompt, or answer option. Not all accommodations appropriate for instruction are appropriate for use during AzMERIT testing.

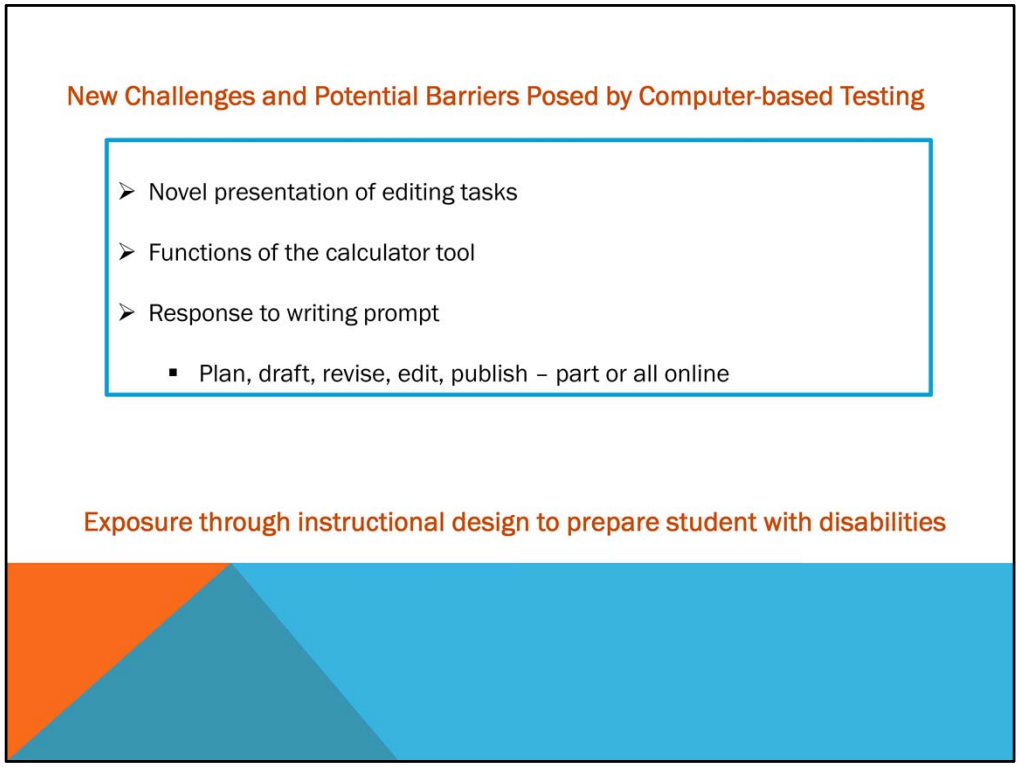


When students need accommodations in how they learn or demonstrate learning, they are likely to need accommodations in how they are assessed. Conversely, if students do not need accommodations in how they learn or demonstrate learning, they will not need accommodations in how they are assessed. Therefore, no accommodation may be put in place for an AzMERIT test that is not already used regularly in the classroom.

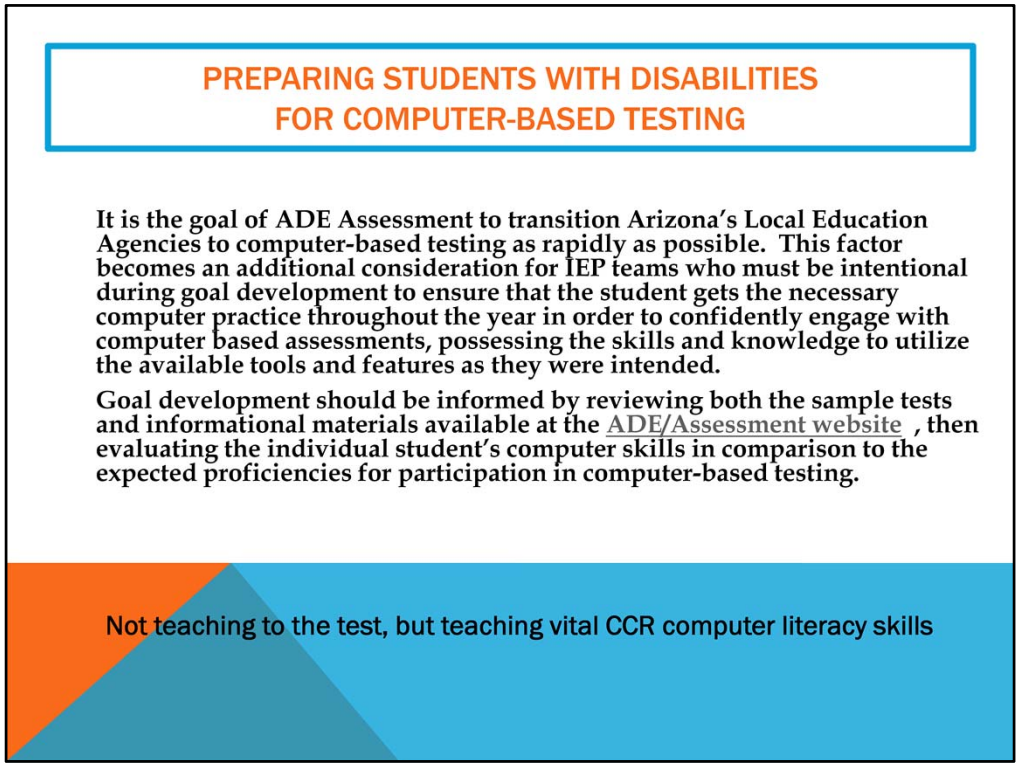

CHALLENGES OF COMPUTER-
BASED ASSESSMENTS



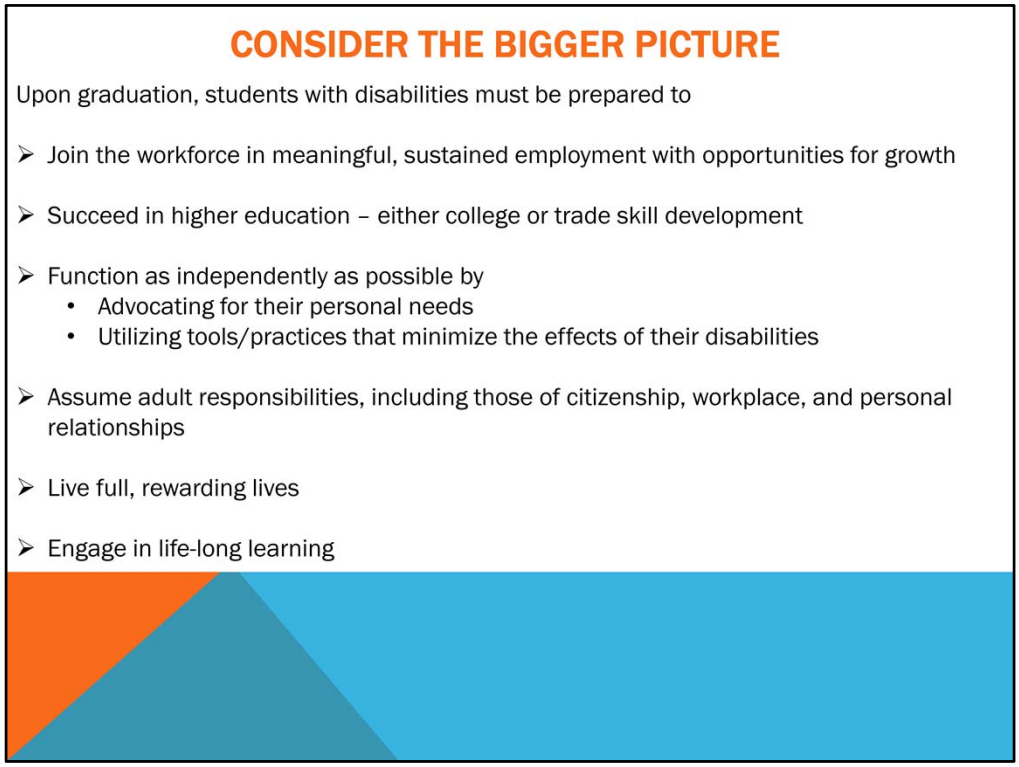
Isolating key info for highlighting, note taking, flagging for review, toggling to support pages - without thoughtful exposure, these aspects of CBT can exacerbate access issues. For those with limitations in working memory, keeping all these balls in the air can be overwhelming! Rather than have students absorbed with hunting for or trying out different features/tools -- we need them to be able to focus on content!! Discrete skills must be mastered in order to free cognitive energy for higher order thinking…



Taken together, these represent a lot of moving parts for SWD to negotiate
Then, going beyond the logistics – addressing increased rigor, developing perseverance, metacognitive aspects such as flexibility in approaches, planning, perspective, logic…



To ensure that SWD are provided with optimal testing conditions, IEP teams will need to carefully consider whether an individual is sufficiently proficient with the assumed underlying computer skills so that the features/tools do not present a barrier to accessing the assessment content or demonstrating what they know and can do. IEP teams must make an informed decision and document their findings in the IEP.



The focus on assessment outcomes, and the practice of tailoring instruction and accommodations to that end, is short-sighted and fails to meet the greater needs of students with disabilities. **In preparing students with disabilities for transition to adult life, we need to afford them every opportunity throughout their school years to engage with their non-disabled peers in both academic and social settings. It is in these settings that they can best be exposed to and prepare for the challenges that lie ahead post-graduation. Forewarned is forearmed – self-determination is a quality of life issue for every individual, and as educators we need to do our best to ensure that each student with a disability transitions with an abundance of valuable strategies and tools that optimize personal independence.**