

**Building Success:
A Systems Approach to
Serving Students with
Disabilities**

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Agenda

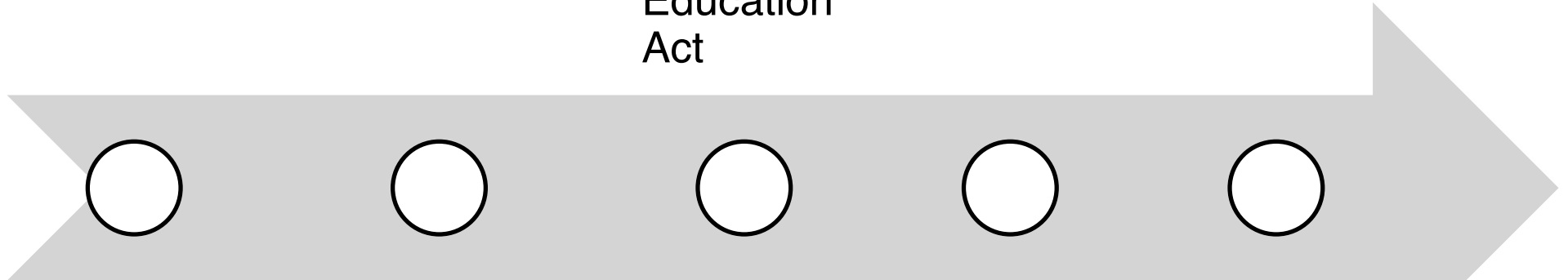
- Introduction and Overview
- Rationale
- Systems Approach
- Kansas Case Study: Haysville School District
- Los Angeles Case Study: Fenton Charter
- Tools
- Final Thoughts
- Q&A

Rationale

1954-
Brown v.
Board of
Education

1990-
Individuals
with
Disabilities
Education
Act

2004-
IDEA's
latest
reauthori-
zation



1975-
Education of
all
Handicapped
Children Act

2001-No
Child Left
Behind

Rationale (continued)

“At more than 12 percent of the overall student population, students with disabilities are truly a part of—not separate from—the diversity of American public schools. As such, we want to make certain that the *Elementary and Secondary Education Act (ESEA)* includes children with disabilities and that *Individuals with Disabilities Education Act (IDEA)* programs provide extra supports to help students with disabilities achieve challenging standards.”

Dr. Alexa Posny, Assistant Secretary
Office of Special Education and Rehabilitative Services
U.S. Department of Education

Systems Approach

Achievement relies on—

- High expectations
- Rigorous curriculum
- High-impact instructional strategies and performance monitoring
- Individualized, high-impact interventions
- Sound IEPs
- Data-informed placement
- Educator supports
- Leadership

Systems Approach (cont.)

Important but insufficient—

- Compliance
- Services

Systems Approach (cont.)

Necessary—

- General education practices that support all students
- Aligned and coherent systems

**HAYSVILLE UNIFIED
SCHOOL DISTRICT**

Teresa Tosh
Assistant Superintendent for Learning Services

Haysville: 2010-11 Demographics

- Located outside of Wichita, KS
- 5,267 students
 - 48.64% poor
 - 15.24 % students with disabilities
- 53 special education teachers
- 127 paraprofessional support staff

Haysville: Where We Were

- 2009: 62% of students with disabilities met AYP for reading
 - State target was 76.7%
- 2009: 57.3% of students with disabilities met AYP for math
 - State target was 70.5%

Haysville: Needs Appraisal Findings

- No unified theory of change
- Professional learning communities variance
- Low expectations for some students

Haysville: Needs Appraisal Findings

- Data-based decision-making not prioritized
- Comprehensive and multi-faceted data system needed
- Clarity about assessments lacking

Haysville: Special Education Review Findings

- No coherent literacy curriculum and instructional program
- No instructional model with professional development and coaching
- Lacking rigor and high expectations
- Few research-based strategies
- Inclusion without support

Haysville: Major Initiatives

- Shared decision making
- Purposeful training
- Enhanced communication

Haysville: Major Initiatives (cont.)

- Data collection
- Instructional framework
- Classroom observations

Haysville: Where We Are Now

- In 2011, 75.1% of students with disabilities made AYP in reading
 - Up from 26.6% in 2004
- In 2011, 91.6% of students with disabilities made AYP in math
 - Up from 36% in 2004

FENTON AVENUE CHARTER SCHOOL

David Riddick, Director

Judy Werner, Special Education Coordinator and
School Psychologist

Fenton: 2010-11 Demographics

- Located in Los Angeles County
- 961 students
 - 95% poor
 - 97% Hispanic
 - 68% English language learners
 - 10.5 % students with disabilities
- 3 special education teachers
- 5 special education assistants

Fenton: Where We Were

Percentage of students proficient and/or advanced in language arts in 2010—

- 20.8% of students with disabilities
- 39.8% of all students

Percentage of students proficient and/or advanced in math in 2010—

- 34.9% of students with disabilities
- 50.9% of all students

Fenton: Needs Appraisal Findings

- Leadership shifts
- Curriculum and pacing guides
- Instructional design strategies
- Research-based instructional strategies
 - Higher order thinking
 - Differentiated instruction
 - Language acquisition

Fenton: Special Education Review Findings

- Basic skill levels and teaching methods
- Significant articulation challenges
- Unclear links to IEPs
- Limited innovation and alignment

Fenton: Major Initiatives

- Shift in thinking
- Professional development
- Collaborative planning
- Use of existing and new resources

Fenton: Where We Are

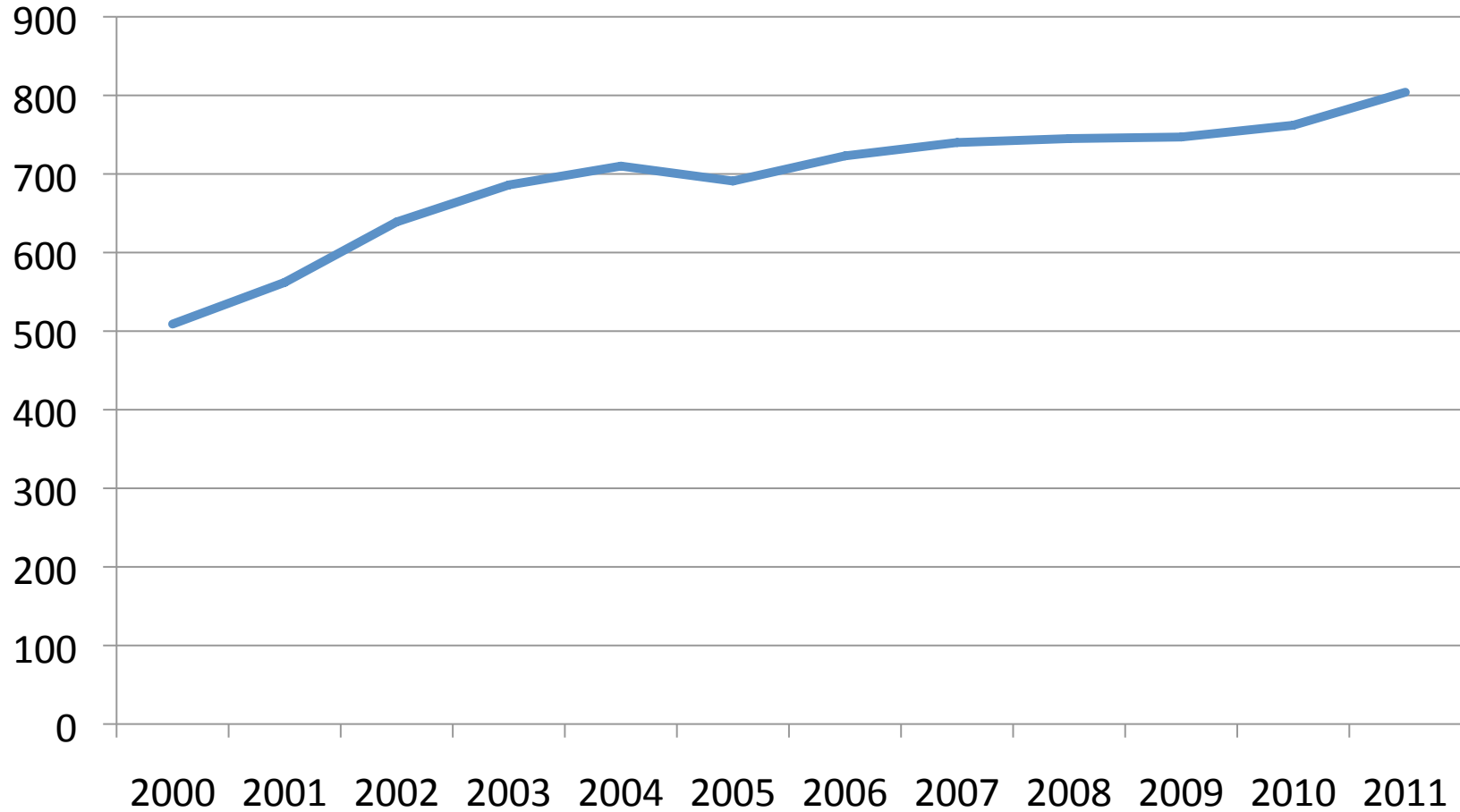
Percentage of students proficient and/or advanced in language arts in 2011 —

- 26.6% of students with disabilities
- 46.9% of all students

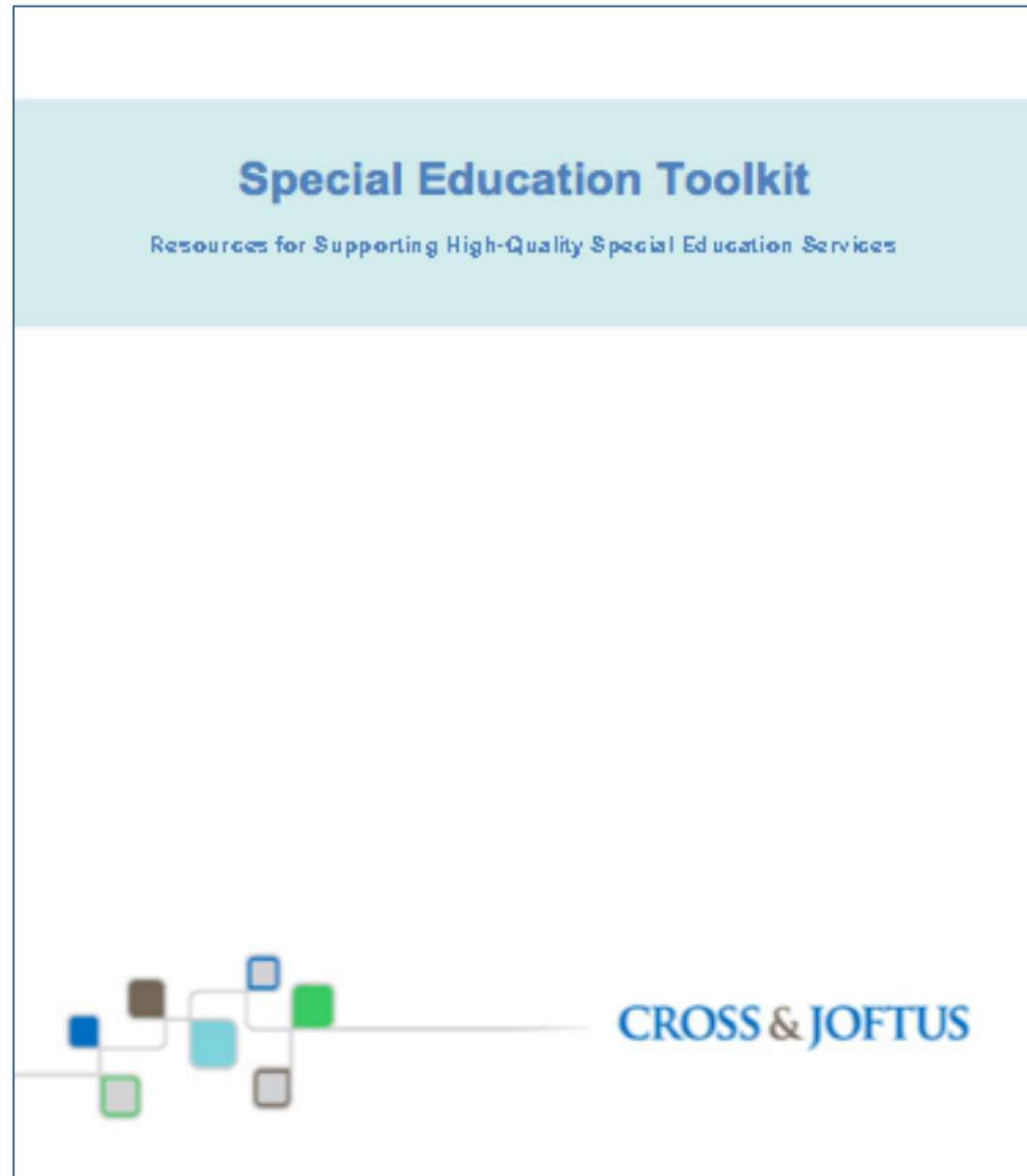
Percentage of students proficient and/or advanced in math in 2011 —

- 42.6% of students with disabilities
- 64.7% of all students

API Score



Tools



Tools

Special Education Toolkit

Table of Contents

- I. Our Approach
 - II. Reimagining Special Education—A New Vision
 - III. Who We Are
 - IV. Needs Analysis
 - V. Technical Assistance
 - VI. Sustaining Change
 - VII. A Note on Tools
 - VIII. References and Resources
- Appendix -- Tools and Resources
- A. Staff Surveys
 - B. Interview and Focus Group Protocols
 - C. Focused Classroom Walkthrough Tools
 - D. Data Analysis and Review Tools
 - E. Educational Benefit and IEP Implementation Tools
 - F. Rubric for Program Review
 - G. Rubric for Best Practice
 - H. Paraprofessional Analysis Tool
 - I. Compliance Self-Review Tool

Focused Classroom Walkthrough

Focused Classroom Walkthrough

Learning Task: What is the student to know or be able to do?

Thinking level of Learning Task: Remembering Understanding Applying Analyzing Evaluating Creating

Mark the items below that are evident during the walkthrough

TEACHING PRACTICES

ENVIRONMENT:

How does the environment promote student engagement and high level thinking?

- Orderly/Well-Managed/Adaptable to the learning task
- Expectations for student behavior
- Expectations for student participation in the learning process
- Positive student to teacher interactions
- Respect for unique differences of students

INSTRUCTIONAL PLANNING:

What evidence demonstrates that thoughtful planning has occurred to promote student engagement and high level thinking?

- Standards/skill-based lesson communicated
- Differentiation to match student learning needs and strengths
- Activate Prior Knowledge/Academic Vocabulary
- Inter disciplinary or real world instructional examples
- Checking for understanding to assess and inform instruction
- Embedded Technology

(Universal Design for Learning, Instructional, Assistive)

INSTRUCTIONAL DELIVERY:

What best practice strategies are being used to promote engagement and high level thinking?

- Uses Metacognitive strategies
 - Strategies to meet diverse language and cultural needs
 - Strategies to promote student participation and address learning styles
- Strategies that accelerate learning:

LEARNING PRACTICES

ENVIRONMENT:

In what ways do students contribute to a safe, orderly environment that promotes student engagement and high level thinking?

- Follows expected behaviors
- Demonstrates positive student to student interactions
- Demonstrates respect for teaching staff
- Demonstrates willingness to participate and learn

STUDENT INTERACTION WITH THE LEARNING TASK:

In what ways are students interacting with the curriculum that leads to engagement and high levels of thinking? How many students are actively engaged?

- Asks/answers higher level questions
- Investigates and solve problems
- Engages in active reading, note taking and/or constructed response tasks
- Participates in group work and/or dialogues about the learning task
- Participates in individual reflection (metacognition)
- Uses technology in the learning process

Estimate the percent of students actively engaged and select the appropriate range:

- 0-60% 60-85% 85-100%

STUDENT DEMONSTRATION OF THE LEARNING:

How does student work illustrate a differentiated approach to

Final Thoughts

“It is important to remember that success does not mean perfection but steady improvement, and improvement requires trying, assessing, revising, reflecting, and making changes based on past experience.”

Karin Chenoweth, Foreword, *Challenging Change: How Schools and Districts are Improving the Performance of Special Education Students*, 2008

Final Thoughts

“Tell your child’s story to teachers, administrators, and legislators. Tell them where your child is going and which star you want her to reach. Reflect on a suggestion from a parent mentor with two children with disabilities, a teenager with autism, and a child two-years younger who is blind. She tells us, ‘Remember to celebrate your children’s successes and dream some impossible dreams for them. Write them down somewhere and read them every so often—and aim high—because it is not impossible.’”

Alice Parker, Speech to California Special Education Administrators, Parents and Legislative Staff, *Dream for Children*, April 2005

Questions & Answers



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