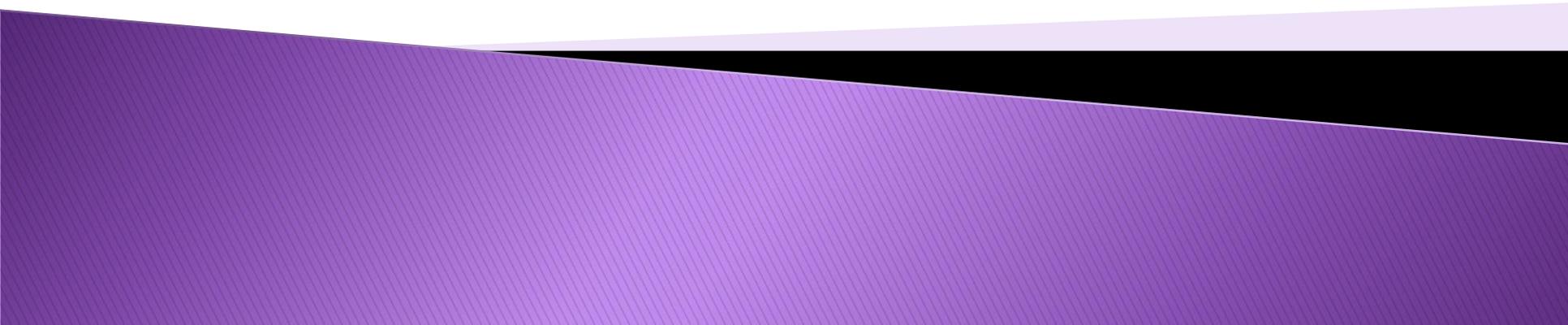


Common Core State Standards: Implications for Students with Disabilities

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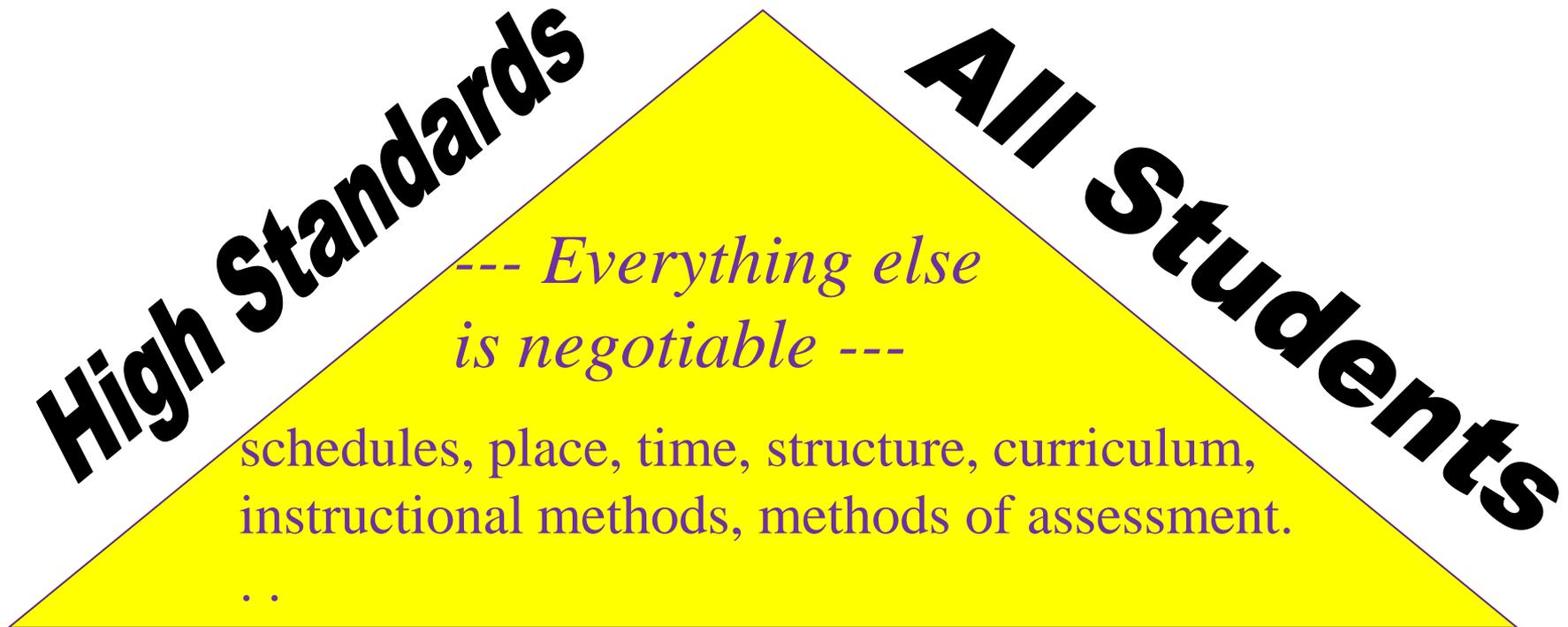
NASBE Regional Meeting August 12, 2011



Critical Policy Questions

- 1) Who are the students with disabilities and what does college and career ready (CCR) mean for them?
- 2) What has to change around the way students with disabilities interact with CCSS (*Common Core State Standards*) in order to get them to CCR?

Standards-Based Reform Context



Accountability

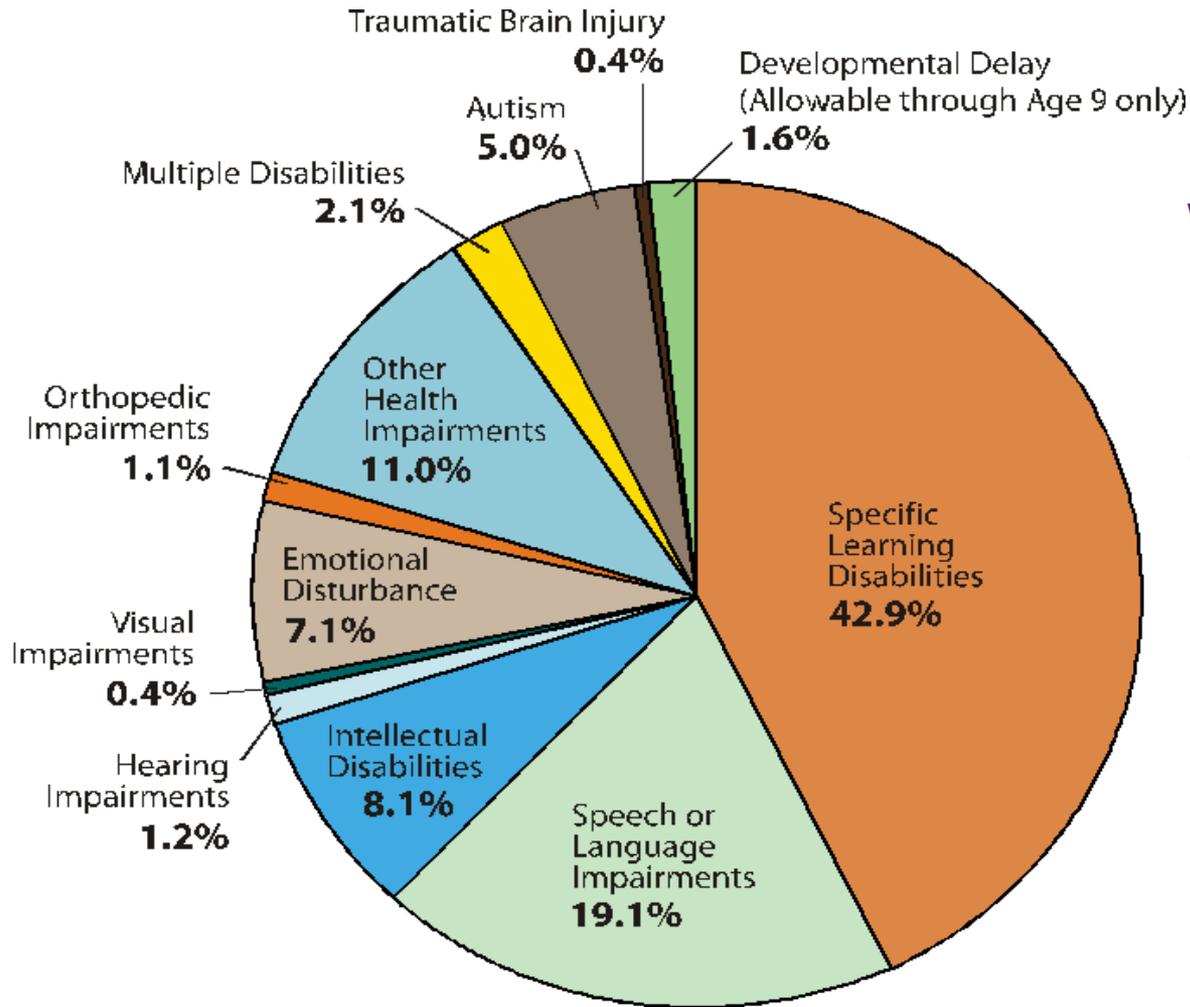
Progress thus far

- ▶ Research has revealed the negative effects that 40 years of separate curriculum, disparate funding and teacher quality, and segregation from opportunities to learn a standards-based curriculum have had on struggling students
- ▶ Fundamental problem is not how to measure the *status quo* accurately, but to use good measurement and all other supports to help ensure struggling students can be accelerated into successful futures in the standards-based system

Policy Issues in Assessment for System Accountability

- ▶ The policy imperative is not to sort kids, not to simply describe what is
- ▶ Instead, it is to shine light on struggling students so that what, how, by whom, and when they are taught changes so that they are prepared for college and careers
- ▶ Broadly held misconceptions stand in our way – misconceptions that – could – be reinforced in CCSS implementation if not specifically addressed

Who are students with disabilities?



What does “college and career ready” mean for them?

Dyslexic governor brings learning disability to limelight He runs the state of Connecticut but struggles with reading and writing

By STEPHANIE REITZ The Associated Press

http://www.msnbc.msn.com/id/42325206/ns/health-health_care/from/toolbar

Doctors called him spastic. Teachers said he was mentally retarded. Some of his nastier classmates called him dummy.

Today, Dannel P. Malloy is called something else: governor of Connecticut. Malloy, who still struggles with reading and calls writing "almost impossible," credits his lifelong struggle with dyslexia for developing listening skills and memory tricks he uses every day with constituents and legislators.

Meet Megan



Perceived Benefits of CCSS: How do these apply to students with disabilities?

- ▶ Students will get knowledge and skills needed to succeed in college and careers; clearer standards mean student will understand what is expected of them and allow for more self-directed learning
- ▶ Parents will understand what is expected and will better be able to support their children and educators
- ▶ Educators will tailor curriculum and teaching methods; allows for more focused pre-service and professional development
- ▶ States will have curricula aligned to internationally benchmarked standards; allows for development of a common assessment (and related policies) and creates potential economies of scale

Are there unique concerns for students with disabilities?

“For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech to text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.”

Instruction

According to CCS:

- Supports and related services designed to meet unique needs of students with disabilities and to enable access to the general education curriculum
- IEP that includes annual goals aligned to grade-level academic standards
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services

And. . . .

To participate with success in the general curriculum, students with disabilities may need additional supports and services, such as:

- Instructional supports for learning (UDL – engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression)
- Instructional accommodations
- Assistive technology devices and services

Standards-based IEPs

IEP Development

Special Education services must:

- ▶ Be delivered in the general education setting to max. extent possible
- ▶ Fill in gaps between student's disability and demands of setting
- ▶ Ensure same opportunities to achieve high standards regardless of setting.

Standards-based IEPs

IEP Development

Common misunderstandings

- ▶ Specially designed instruction does not mean working at a lower level
- ▶ Specially designed instruction does NOT weaken the curriculum or CHANGE the standard

Standards-based IEPs

IEP Development

Common misunderstandings

- ▶ Specially designed instruction is **NOT** the same as accommodations.
- ▶ If student's needs can be met with accommodations, there is **NO** need for special education.

Accommodations

- ▶ Need to do more than just “provide accommodations” – preserve the content, change the way students interact with the content
- ▶ If we have common core standards, we should be able to identify a common set of appropriate accommodations for instruction and for assessment, for varying purposes
- ▶ State data on accommodations policies and accommodations use suggest that this is an important next step for the Standards!
- ▶ See NCEO *Brief* on issues with technology based testing for accountability

Donahue Institute Study – Promising Practices

- ▶ *A Study of MCAS Achievement and Promising Practices in Urban Special Education;*
- ▶ *Report of Field Research Findings; and*
- ▶ *Case Studies and Cross-Case Analysis of Promising Practices in Selected Urban Public School Districts in Massachusetts*

http://www.donahue.umassp.edu/docs/?item_id=12699

- ▶ Other studies confirm – see *Challenging Change*

Race to the Top Consortia General Assessment Systems:

(How most students with disabilities will participate in CCSS based assessment and accountability systems)

- ▶ **Comprehensive Assessment Systems (PARCC and SBAC) – some combination of:**
 - Formative assessments
 - Interim assessments
 - Through–course assessments
 - Summative assessments
 - Alternate assessments
- ▶ **Access and inclusion**
 - Universal design/Access by Design
 - Computer–based assistive technology
 - Evidence–centered design
 - Common policies for participation and accommodations

Alternate Assessments (AA–AAS): 1% of all students, 10% of students with disabilities

Statement in “Application to Students with Disabilities”

“Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.”

National Center and State Collaborative (NCSC)

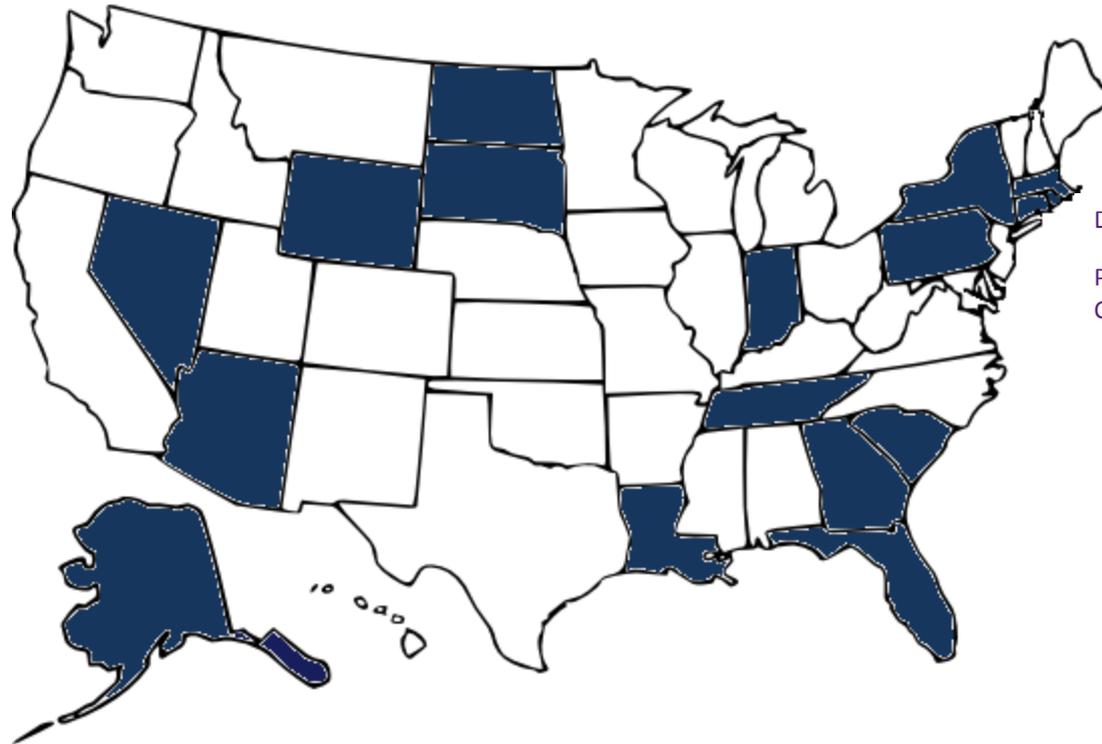
Building an assessment system based on research-based understanding of:

- technical quality of AA–AAS design
- formative and interim uses of assessment data
- summative assessments
- academic curriculum and instruction for students with significant cognitive disabilities
- student learning characteristics and communication
- effective professional development

Alternate assessments to PARCC and SBAC, 4–5 years
Dynamic Learning Maps (DLM) a partner AA–AAS project

NCSC *States*

Alaska Arizona Connecticut District of Columbia Florida Georgia Indiana
Louisiana Massachusetts Nevada New York North Dakota Pacific Assessment
Consortium (PAC-6) Pennsylvania Rhode Island South Carolina South Dakota
Tennessee Wyoming



District of Columbia ●
Pacific Assessment Consortium (PAC-6) ●

Organizations

- National Center on Educational Outcomes
- National Center for the Improvement of Educational Assessment
- University of Kentucky
- University of North Carolina-Charlotte
- edCount, LLC

Dynamic Learning Map (DLM) Project State Participants



Good News

- ▶ Data from schools, states, and the National Assessment of Educational Progress
- ▶ Not all schools are being successful – what makes the difference?
- ▶ Successful schools ensure that all students are taught the challenging standards-based curriculum through effective instructional strategies, and all students are expected to learn it.

EXPECTATIONS: Who can learn?

Literature on expectations suggests students learn what we expect them to learn.

Some students – with and without disabilities – may not achieve to the levels we hope even after high quality standards-based instruction.

But we have no way to predict which ones so we have to teach them ALL well!

- ▶ If we test without teaching – or teach a separate curriculum – then we will not see achievement that will prepare students well for their futures. We will see more of the same performance as in the past.
- ▶ The preponderance of evidence is that the SYSTEM is responsible for limited access to the general curriculum and the resulting achievement gap – not the student’s disabilities, color, SES, or whatever excuse is given.

National Center on Educational Outcomes
www.nceo.info

National Center and State Collaborative
www.nceo.info/projects/NCSC/NCSC.html

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