

Embedding Data-Driven Decision Making in High School for Students with Disabilities

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“Maximizing Attainment for ALL High School Students”

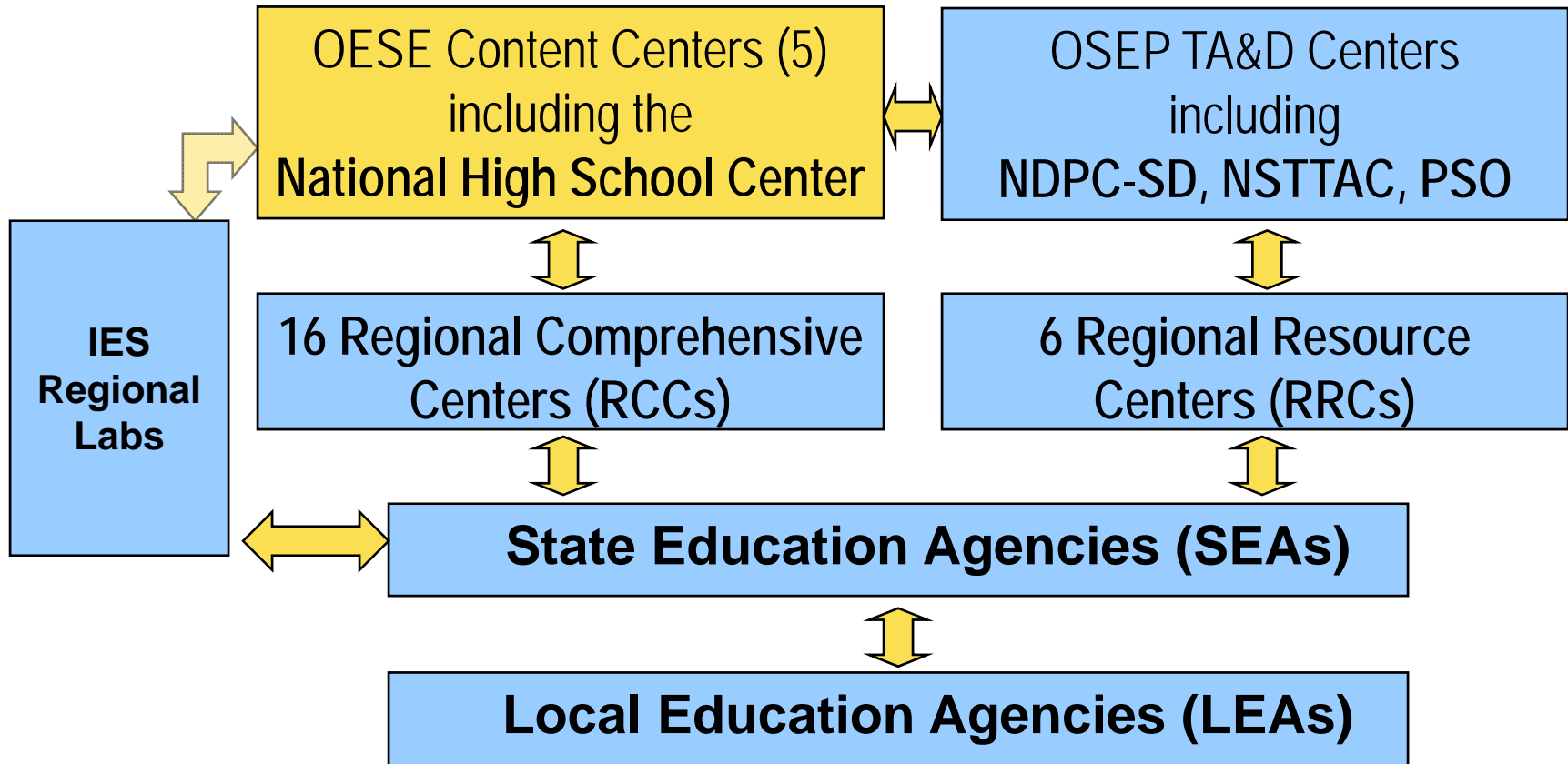
- ➔ Session 1: Overview / Mapping Elements
- Session 2: Designing Dropout Prevention Strategies
- Session 3: Tiered Interventions to Benefit All Students
- Session 4: Integrating the Needs of Students with Disabilities Into High School Reform

Session 1 Agenda

- Overview of the National High School Center
- National High School Center Mapping Framework: Eight Elements of High School Improvement
- High School Data-Driven Decision Making

Overview of the National High School Center

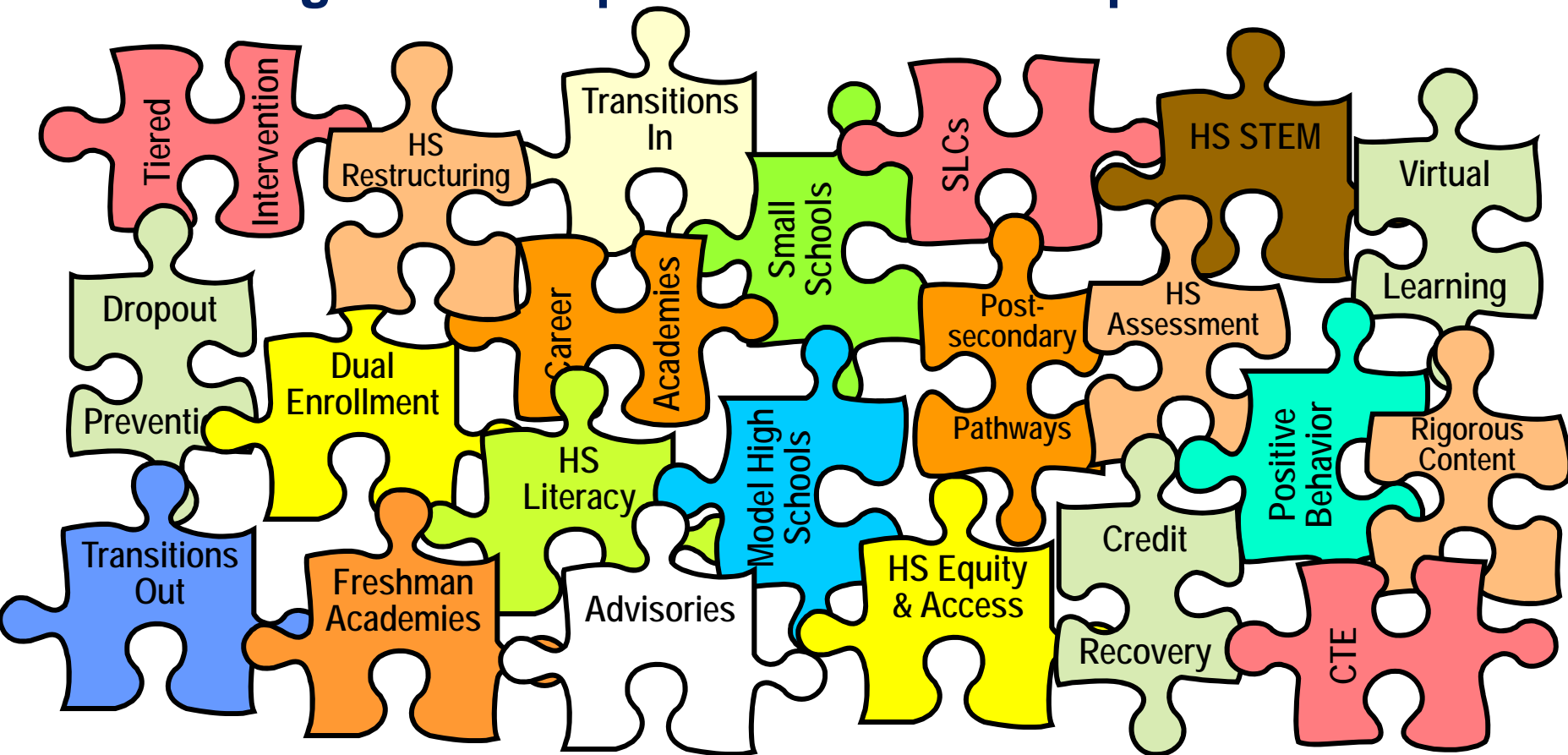
Who We Are



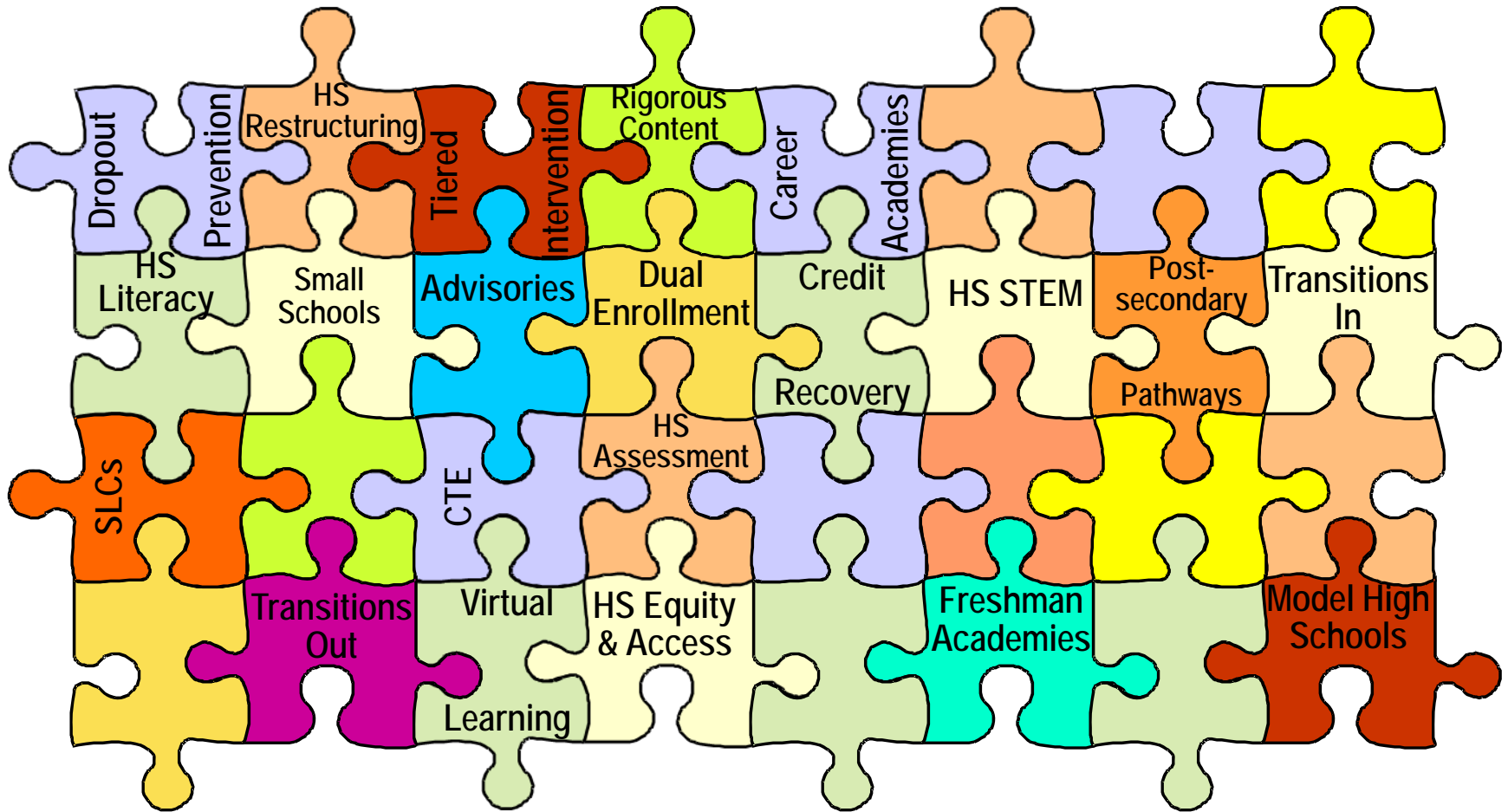
National High School Center Mission

- Serve as the central source of research and information on high school improvement for the Regional Comprehensive Centers
- Identify, summarize and disseminate information on:
 - latest research and innovations
 - useful programs, tools, and products
 - high-quality technical assistance relating to high schools and their diverse student populations
- Build capacity of RCCs to promote and support high school improvement at all levels

Picturing the HS Improvement Landscape.....



Picturing the HS Improvement Landscape.....



The Eight Elements of High School Improvement

National High School Center Mapping Framework: Eight Elements of High School Improvement

1. Rigorous Curriculum and Instruction
2. Assessment and Accountability
3. Teacher Quality and Professional Development
4. Student and Family Supports
5. Stakeholder Engagement
6. Leadership and Governance
7. Organization and Structure
8. Resources for Sustainability

1. Rigorous Curriculum and Instruction

- Align with rigorous state and local standards and vertically interface with local school curriculum
- Organize around individual student instructional needs through
 - formative assessments and continuous progress monitoring
 - academic supports and extended learning opportunities for content recovery
 - literacy and cognitive skills development
- Incorporate multiple research-based instructional strategies, technologies and new modalities for learning
- Adapt to a variety of school and classroom organizational structures

2. Assessment and Accountability

- include variety of classroom, school-based, and district level assessments as well as state standards-based competency and exit exams
- encourage and support continuous progress monitoring and formative assessments embedded in instruction
- provide timely and effective feedback and access to data that support the early identification of students at risk or with special needs
- collect and report longitudinal data to measure short- and long-term student growth for instructional planning and accountability

3. Teacher Quality and Professional Development

- span broad range of pre-service, certification and licensure, induction and in-service, compensation, and leadership development
- promote knowledge of content and academic literacy skills, varied and effective pedagogy, effective classroom management skills and positive behavior
- embed at the school and classroom levels throughout the school year with increased opportunities for teachers to work together
- provide teachers with skills in assessing students and adjusting instruction

4. Student and Family Supports

- support students as they transition into/through/out of high school with
 - formal and informal guidance programs
 - attendance and behavior monitoring and support systems
 - wrap-around and English-language services
- foster a positive and personalized school climate that cultivates student voice and leadership
- promote health and physical education and co-curricular activities
- provide family-focused services and outreach that respect and honor the student's family and community

5. Stakeholder Engagement

- engage the interests, needs, skills, resources and strengths of multiple stakeholders
- foster relationships among P-16 schools, the workforce, families, and communities
- ensure that all appropriate stakeholders are at the table from the start
- incorporate multiple culturally and linguistically appropriate communications strategies and technologies

6. Leadership and Governance

- distribute decision-making authority at all levels with alternative structures to address multiple functions of running high schools
- provide principals and other instructional leaders with adequate knowledge, time, and interpersonal skills to work collaboratively with teachers
- shift the focus of state and local policymakers and education agency staffs to support comprehensive high school improvement
- develop strategies and skills to support required organizational change

7. Organization and Structure

- support effective teaching and learning and personalization through physical and operational changes and alternative time and scheduling approaches
- provide increased opportunities to learn, such as virtual courses, dual enrollment opportunities, and work-based internships
- include students with special needs in the general curriculum
- support teacher organizational changes and difficult process of culture changes

8. Resources for Sustainability

- adequately staff the initiatives and provide appropriate time and necessary fiscal support to take hold and scale-up
- grow both the physical and human capital within the system and continuously develop teacher knowledge and skills
- continuously upgrade facilities, tools, and materials
- define priorities and allocate needed resources over time

High School Data-Driven Decision Making

Major Initiatives Impacting Students With Disabilities

- Longitudinal Data Systems
- IDEA SPP/APR Indicators
- Early Warning Systems
- High School Assessments
- High School Tiered Intervention / Positive Behavior

- Multi-year data sets linked through unique student identifiers including demographics, achievement data, school/teacher identifiers, etc.
- Storage/access through “data warehouses” at state and district levels
- Can include P-20, special education and “wraparound service” data
- Data Quality Campaign
 - National collaboration to support state policy makers
 - “10 State Actions to Ensure Effective Data Use”
 - www.DataQualityCampaign.org

- State-level data collected annually by U.S. Department of Education's Office of Special Education Programs through State Performance Plans and/or Annual Performance Reports to ensure compliance with IDEA regulations
- Four of focus primarily on high school and beyond:
 - Dropout Prevention for Students with Disabilities (Indicator 1&2)
 - Secondary Transitions (Indicator 13)
 - Post-Secondary School Transitions (Indicator 14)
- Data frequently collected in isolation of related general education implementation initiatives

High School Assessments

- Primary focus on state-level standardized exit examinations based on core competencies and linked to diplomas
- Greater emphasis on district, state and regional end-of-course exams to certify mastery of required courses like Algebra 1 and 2
- Common school-level assessments encourage uniformity of content instruction and pacing
- Increasing focus on classroom-level screening, diagnostic and continuous progress monitoring assessments for tiered interventions

- Based on K-8 RTI framework variously portrayed as a way to:
 - organize differentiated instruction and school-wide prevention strategies
 - identify students with learning disabilities through an alternate approach and reduce inappropriate placement in special education
- Connects curriculum, assessment and instructional decision making to make instruction accessible to a broader range of students
- Promotes systematic, timely monitoring – students will not as easily drop off the radar
- Includes academic and behavioral monitoring and interventions

Implementation Challenges: HS Data-Driven Decision Making

- Agile, longitudinal data systems with real-time access
- Changing roles for secondary level educators
- Training on analyzing and using data effectively
- Flexible schedules for staff collaboration on using data
- Valid and reliable progress monitoring measures, including core content areas
- Expanded communications with parents and other key stakeholders



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