

Elmbrook School District

Summary Analysis of Special Education Services Report

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What is working well

- Development of a core curriculum
- Teachers are excited about a vision of serving all learners
- Teachers want to be able to serve all students well and are interested in more information
- Staff are energized about the shift in leadership and are looking forward to being part of the growth of Elmbrook
- Leadership has hit the ground running
- All staff are proud of the success of the majority of students

What we are seeing across the country. . .



- Schools have a culture of *Marginalization*
 - By race
 - By disability
 - By language
 - By social class
 - By ability

Achievement Discrepancies

- Students with disabilities, African American, Hispanic, and those of poverty underperform, by significant margins, those students who are white, from families who are financially stable on state assessments – in all subjects in all grades. ...

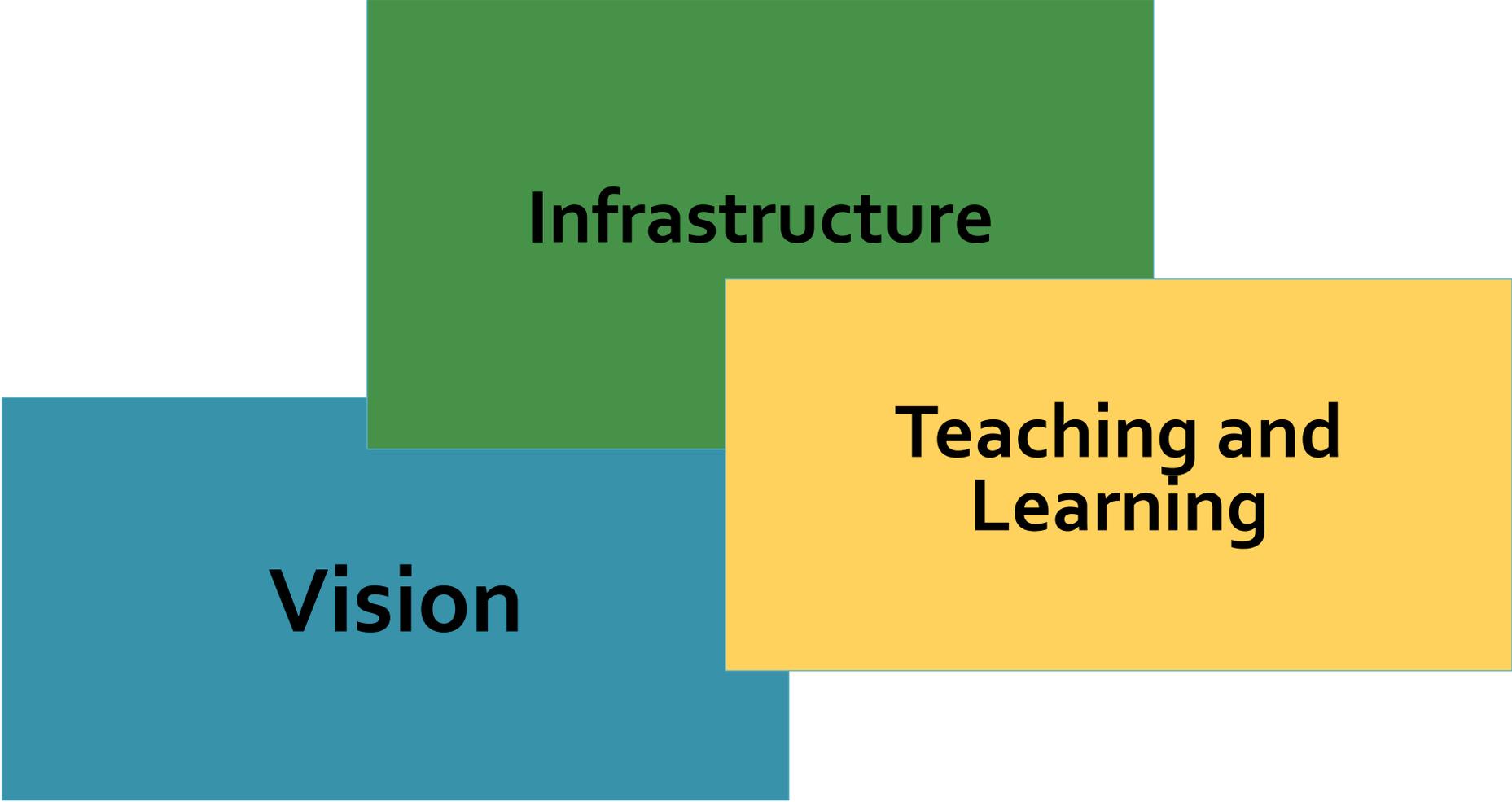
Representation Discrepancies

- Students who are African American, Hispanic, of poverty, students across the district are over-identified in special education and under-represented in gifted and talented.
- Only 10% of students with disabilities take the ACT
- Over 40% of students take AP courses, but only 1.3% of students with disabilities take AP courses
- All students in alternative placements are identified as eligible for special education

Discipline Discrepancies

- Students with disabilities, African American, and those of poverty across the district make up the majority if not all of the in-school suspensions.
- Almost 28% of those students were African American at the high school level and 40% to half of the out-of-school suspensions were children of poverty across the district, in a district with only 11.6% poverty.

Themes



Infrastructure

Vision

**Teaching and
Learning**

Chicken or the Egg?

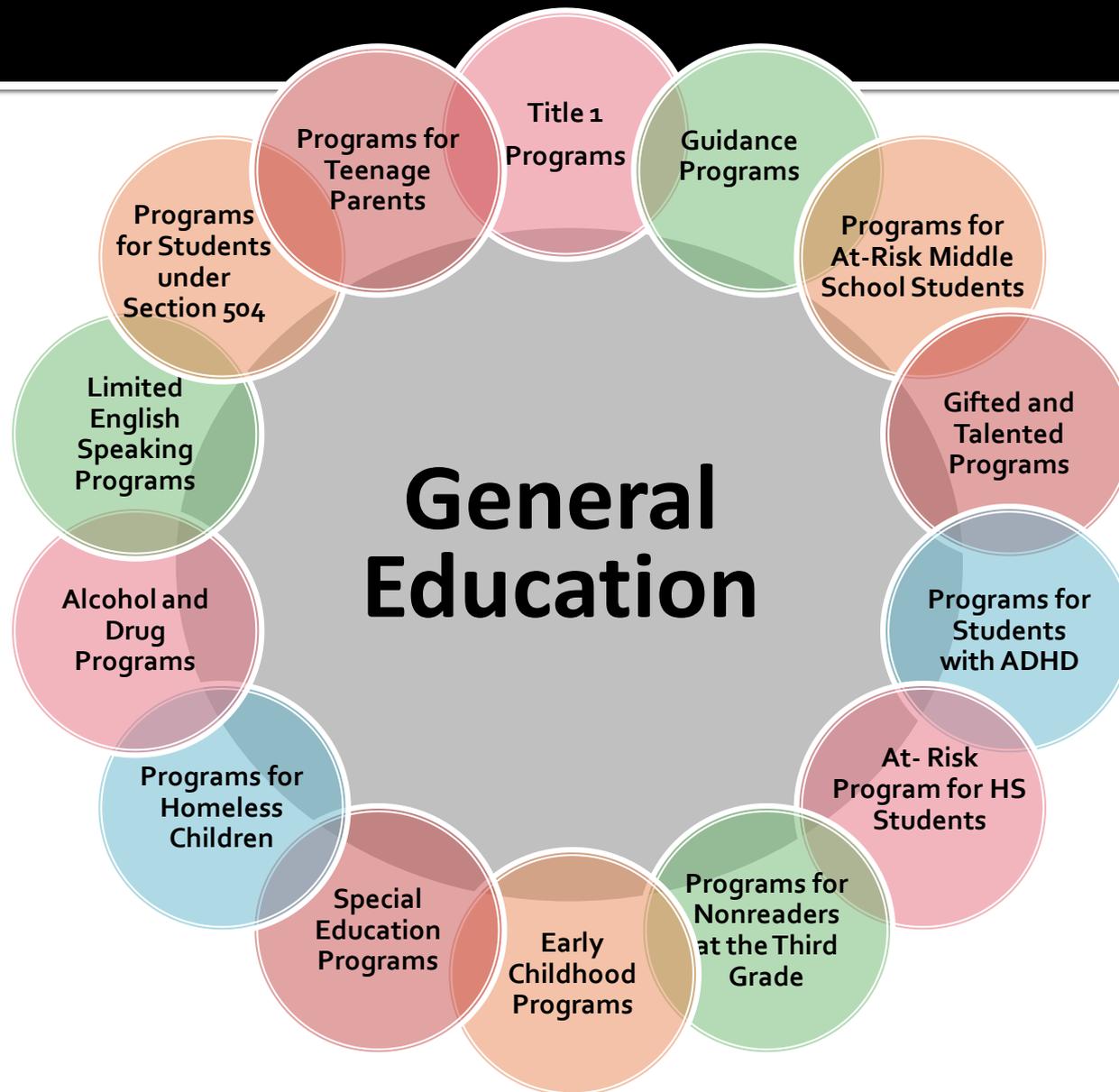
Student or System?



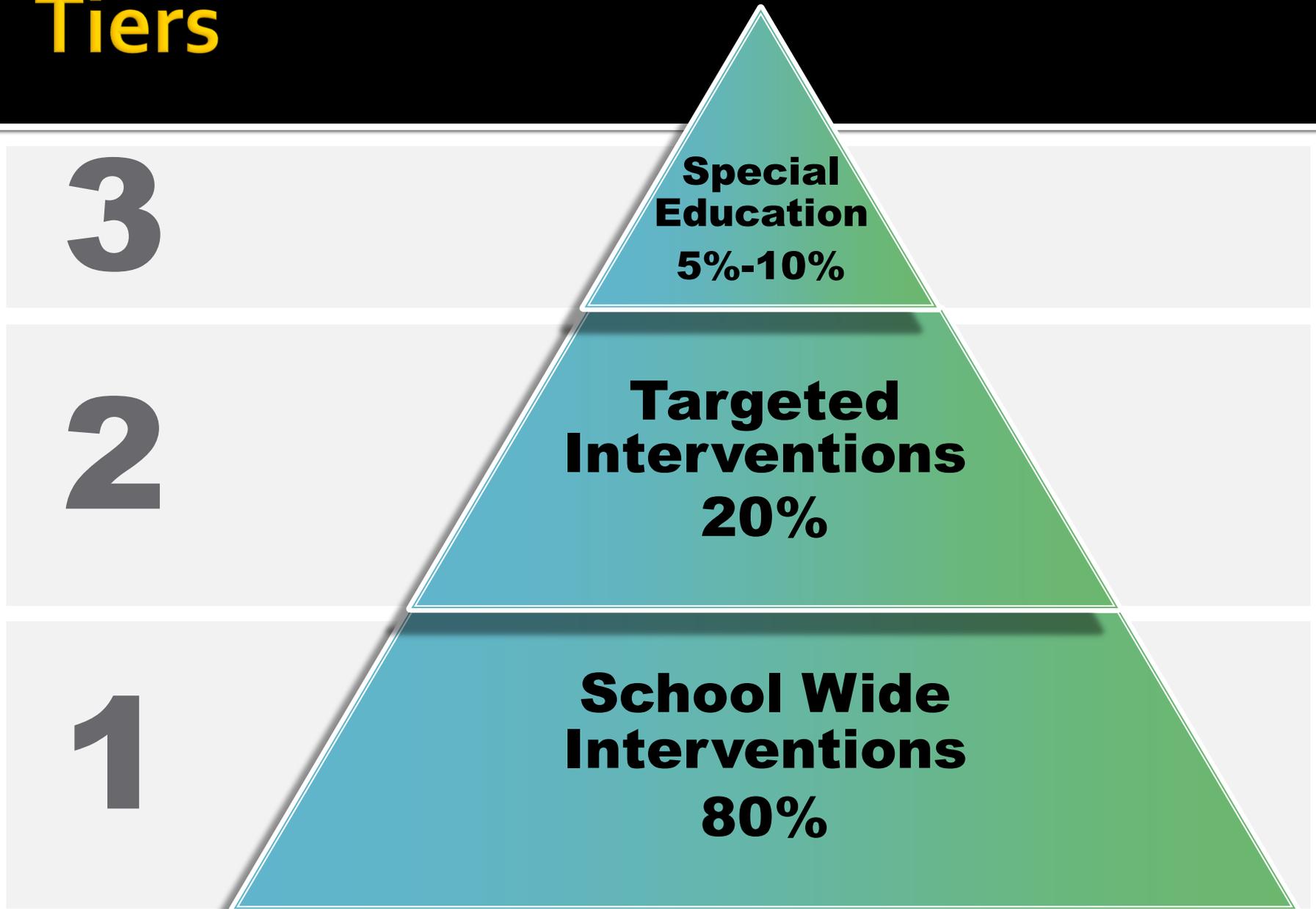
Interrupting Some Underlying Assumptions Versus Best Practice

- Remedial instruction has an impact on student learning, thus students need to be pulled out from the core
- Specialized instruction and interventions must be completed outside of the general education curriculum
- Ability grouping is best practice
- Typically, students with disabilities are not going to be as successful as their nondisabled peers
- Students of poverty are typically not as successful as students who come from more financially stable families
- Students who are African American have more behavioral problems
- Not all teachers can teach all students
- A continuum is essential to meet the needs of all learners

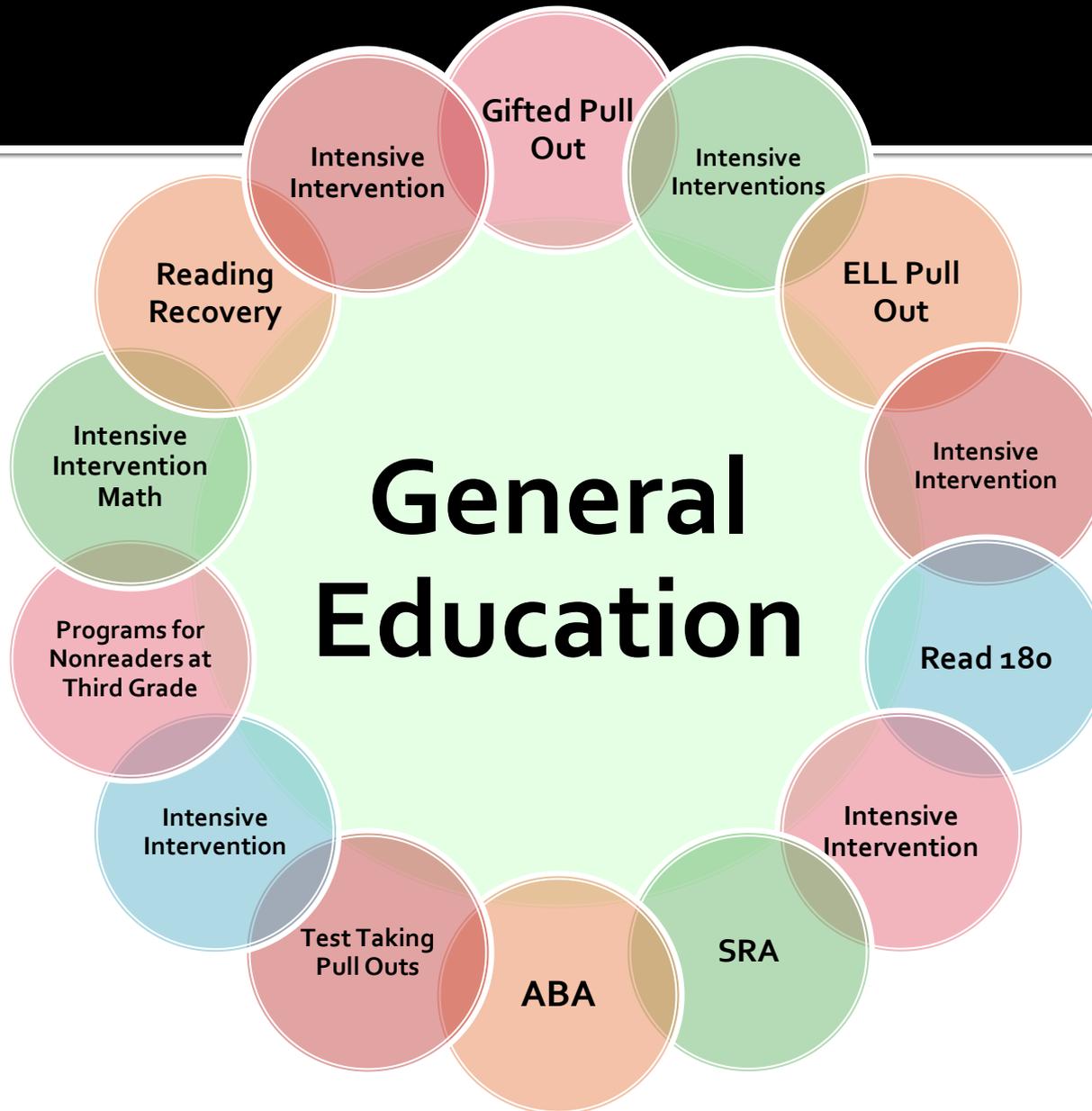
General Education

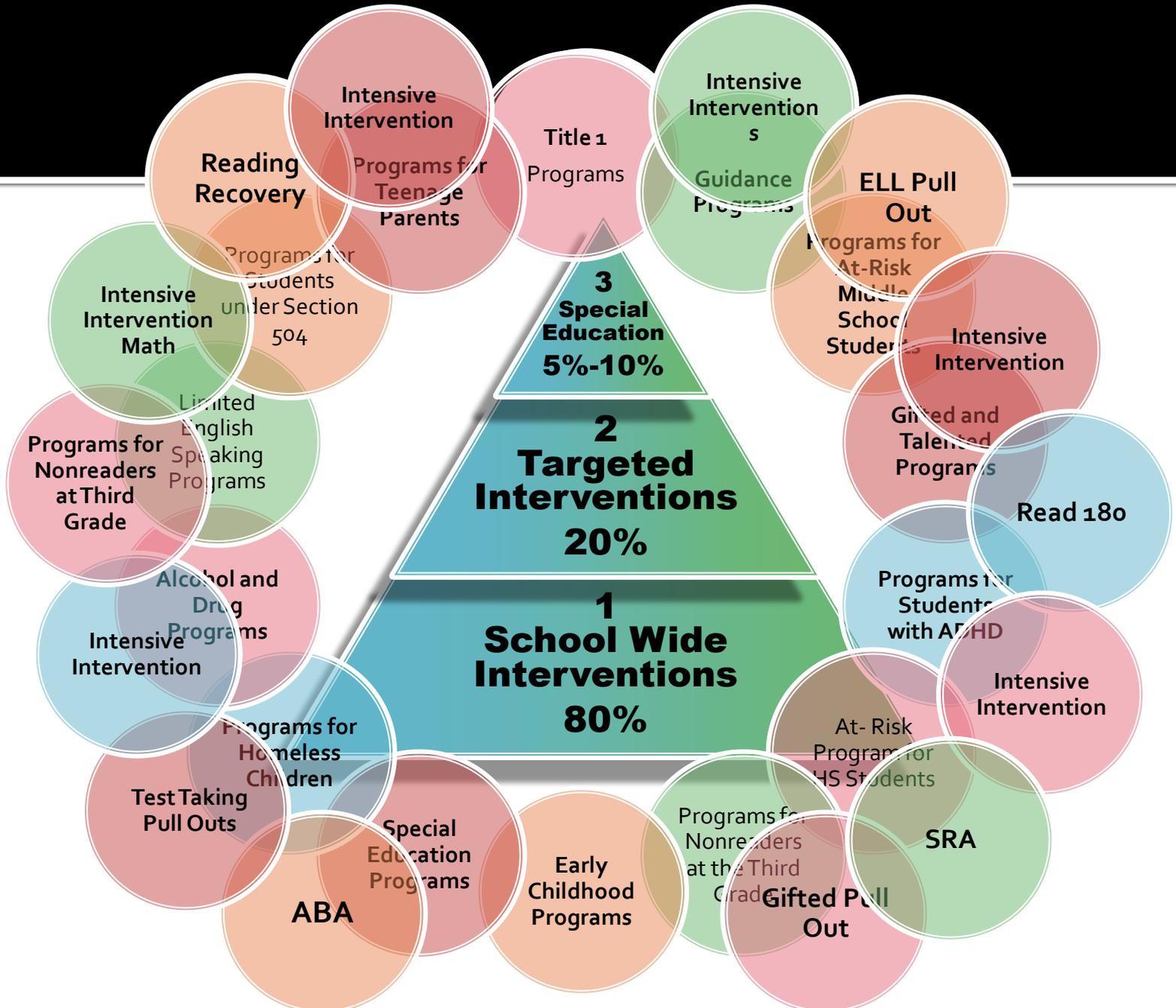


Tiers



General Education





Here's what we know – Attention to the Research

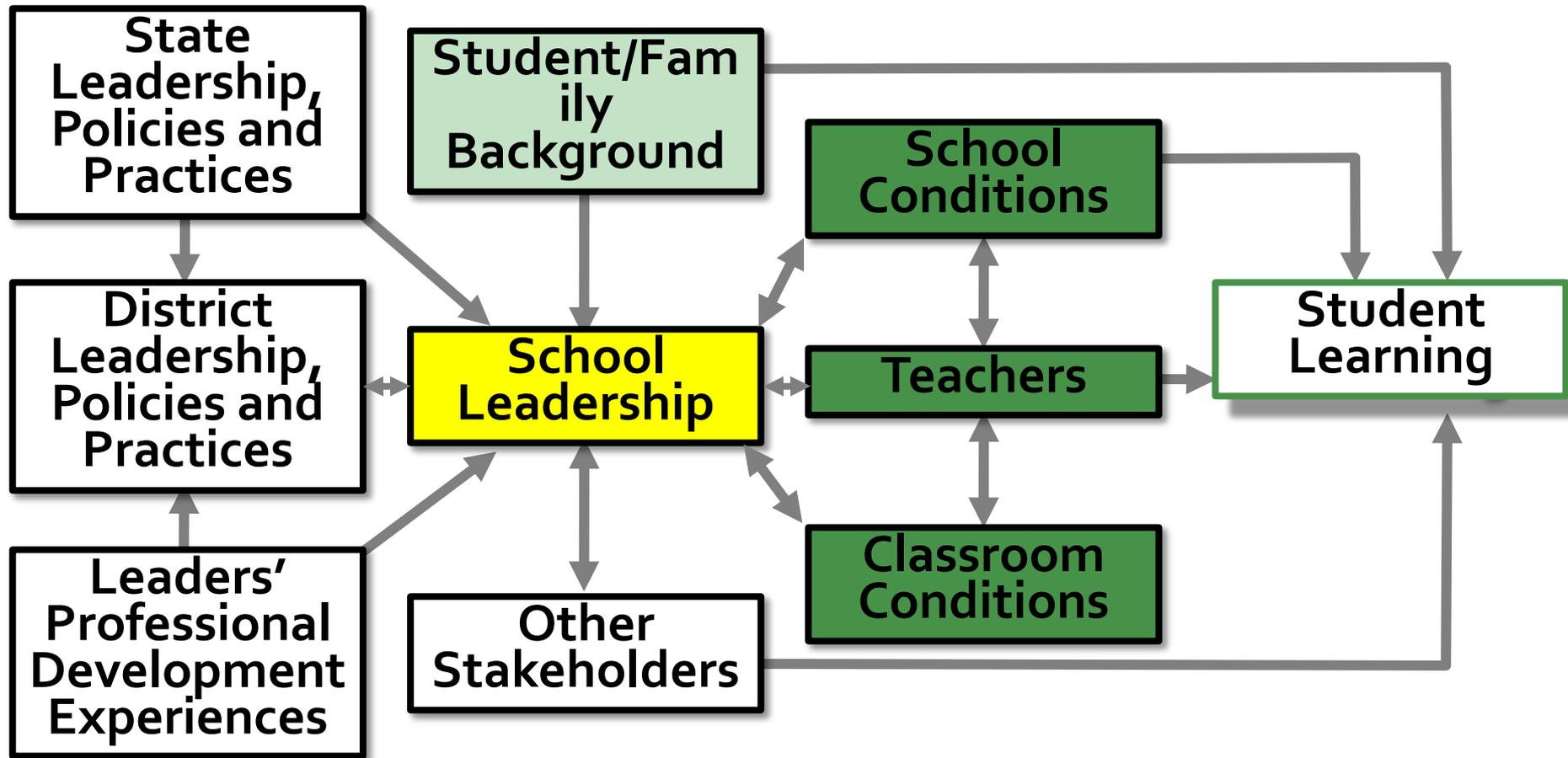


What we know

1. Varied achievement within student groupings positively impacts student achievement.
2. The students who are isolated the most in ability groupings often are the furthest behind.

Hanushek, E., Klin, J., Markman, M., Rivkin, S. (2003)
Does Peer Ability affect student achievement?
Journal of Applied Econometrics

Maximizing Student Benefit by Investing in Leadership



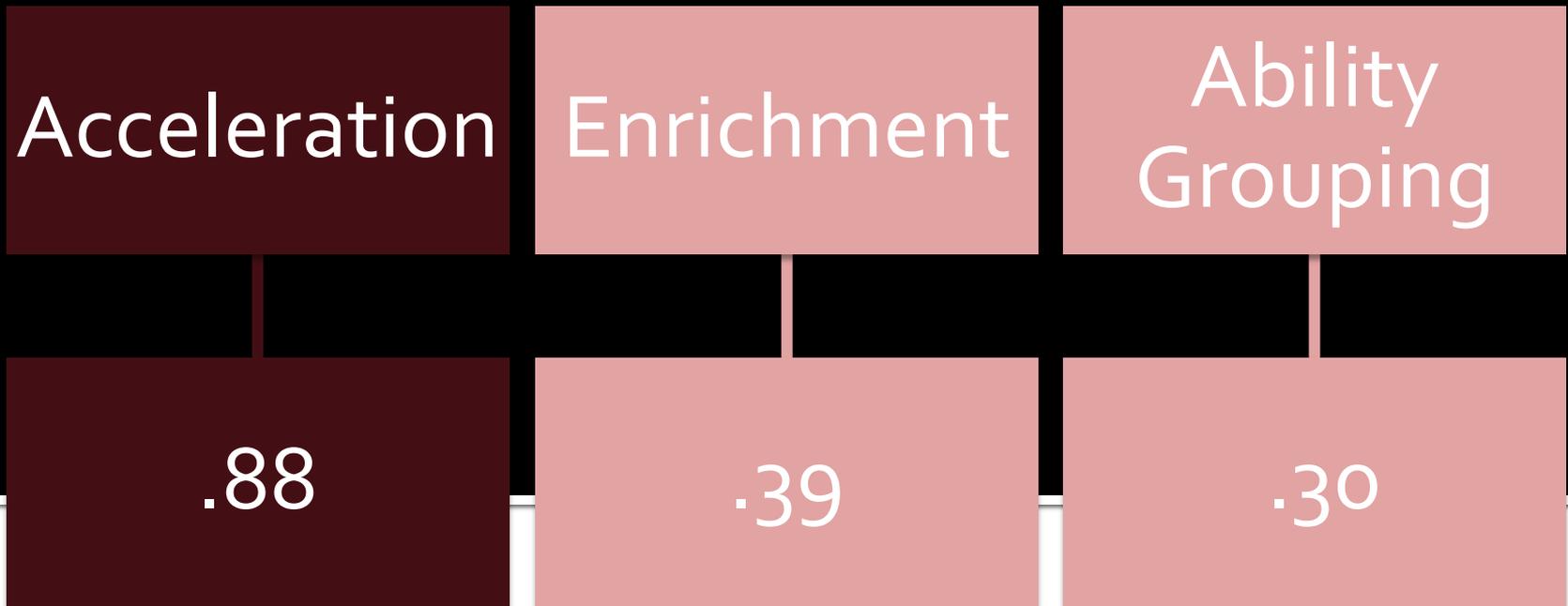
Location defines education...

- At any point, during at least the last 50 years, a synthesis of available empirical evidence would have suggested, that students having difficulty at school, especially those disadvantaged by their socioeconomic backgrounds, **learn more when they are working in heterogeneous rather than in homogenous ability groups** (Oakes, 1985, Yonezawa, Wells, and Serna, 2002) ■
- Relatively high expectations for learning, a faster pace of instruction, peer models of effective learning and curricula that are more challenging are among the reasons offered for this advantage.

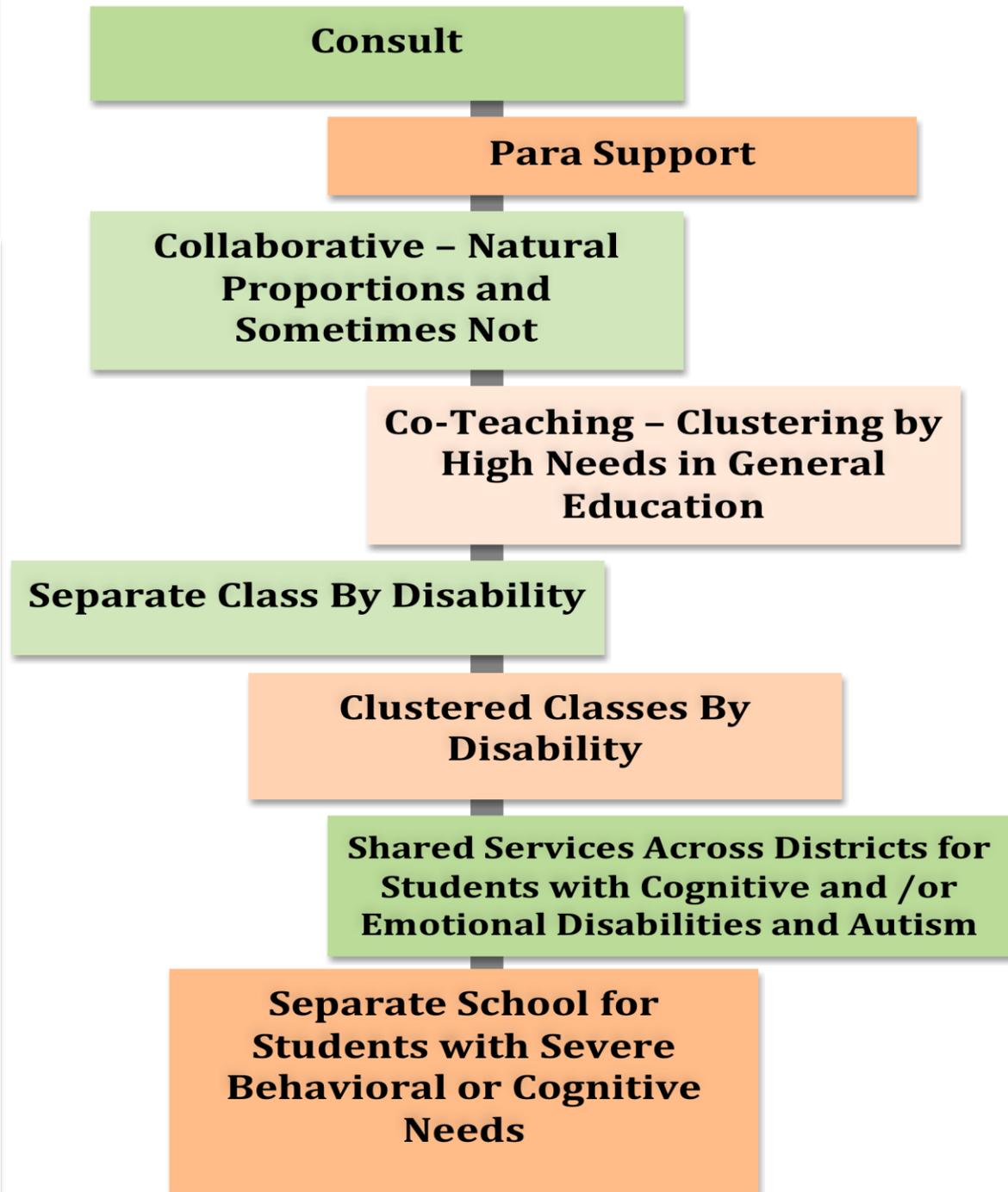
Location defines education...

- In spite of this evidence, over this same period, the vast majority of teachers and administrators have **enacted practices that separate students by ability**; allowing for the concentration of instructional resources on the same set of learning problems.
- Many teachers have regarded implementing heterogeneous grouping practices in classrooms as very difficult.
- Nevertheless, this is one of the rare examples of professional “common sense” being just plain wrong!

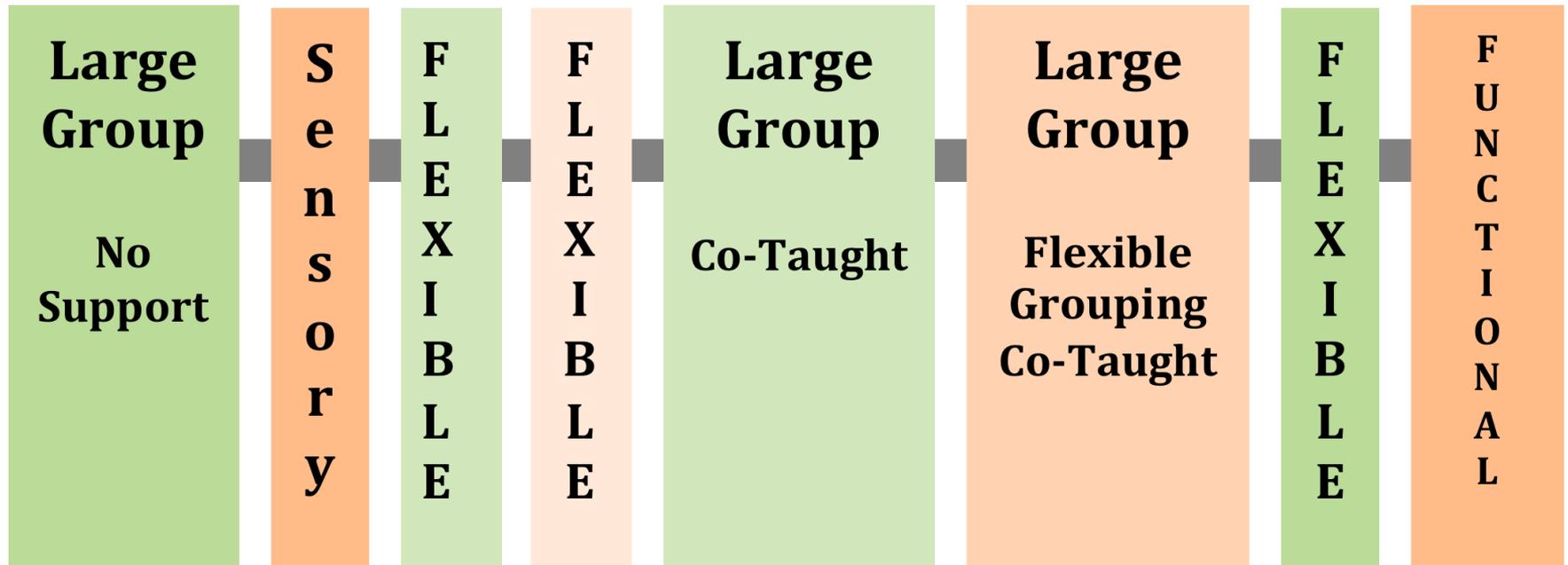
Acceleration Has The Greatest Impact On Student Achievement



Clustering By Like Disabilities



Heterogeneous Flexible Learning Groups Based on How Each Student Learns.



Infrastructure Recommendations

- *District office should continue to merge the leadership for Curriculum and Instruction, Assessment, and Support Services to proactively support all learners under a Teaching and Learning structure for all students.*
 - *All students will attend the school and classroom they would attend if not labeled*
 - *Students attending schools outside of the district will be brought back at the natural transitions or grand fathered through their current placement*
 - *Students attending Fairview South will be grandfathered through Fairview. Elmbrook will make a strong effort to serve all students in the schools and classroom they would attend if they did not have a disability.*
 - *Elmbrook schools will provide services for students with significant disabilities in the schools and classrooms they would attend if not disabled (see Appendix D in full report for further discussion).*

Infrastructure Recommendations

- *Caseloads for special education should be developed by grade-level as much as possible, across all disabilities (including students with cognitive disabilities).*
- *All students should receive instruction within the general education curriculum and electives, supported by teacher-based teams or grade-level teams.*
- *Paraprofessionals should be part of each grade-level or teacher-based team to provide proactive services based on the co-developed lesson plans from the grade level teams.*
- *RtI or Child study teams should stay intact for vertical support team process.*
- *All student service staff should be used to lead proactive services for all learners through providing support to the teacher –based teams at Tier 1 as well as serving on the building and district level service delivery or leadership teams in support of proactive services.*

Infrastructure Recommendations

- *All staff should receive professional development to move from a traditional deficit-based or reactionary system to a proactive system of supports:*
 - *How their current model is linked to a deficit based system, resulting in outcomes delineated earlier*
 - *Evolution of their individual roles and responsibilities from a traditional model to a proactive service delivery model*
 - *Goals and objectives to create a proactive system through the teaming structure defined under **Vision**.*

Teaching and Learning Recommendations

- *All students should receive instruction based on universal design for learning principles within the common-core, the more proficient teachers become, the less pull-out and tracking will occur which will result in less marginalization of students with disabilities, color, and poverty.*
- *Interventions, such as Wilson, Read 180, etc. should be used in Tier 1, if in fact such methodologies match the learning styles of the students receiving the instruction.*
- *Response to Intervention (RtI) should be used to drive high quality accelerated instruction for all learners based on “how” they learn within the general education curriculum, or in Tier 1.*

Teaching and Learning Recommendations

- *A strong emphasis on teaching appropriate behavior should occur in the context of a welcoming climate for all learners while adhering to the principles of PBIS.*
- *Students with significant behavior should receive the most proactive instruction for the most highly qualified staff.*
- *Proactive behavioral plans should be written for each child who falls into the 30% to 50% of the students of poverty receiving in-school and out-of school suspensions.*

Vision and Nonnegotiables

Recommendations

- *The district should develop common core belief statements/non-negotiables for all learners to show "how" the District holds high expectations for all learners.*
- *The district and schools should develop three types of teams (or integrate with current teaming structures) to develop an infrastructure that can complete the work of inverting the system from a reactionary system to a proactive system of support.*
- *The district and schools should expect "Person first language" to assist in the movement of students are children before we define their needs or eligibility.*

Questions?

