

Performance Gaps Students with a Disability



ANDREW J. PARR, STATE BOARD OF EDUCATION

**MAY 13, 2015
PASCO, WASHINGTON**



Key Questions



- Why is this an important discussion to have?

Population

- How many students with a disability are served in Washington K-12 public schools?
- Where are the students with a disability?
- What are the most common disability types?

Academic Achievement

- What are typical proficiency, growth, and graduation rates for students with a disability?
- Do those rates vary by disability category and school level?



Here is a High-Stakes Decision

School A

- 18.4% proficient in reading
- 9.4% proficiency in math
- 13.9% proficient in reading and math combined

School B

- 14.7% proficient in reading
- 12.8% proficient in math
- 13.8% proficient in reading and math combined

If you knew that both schools:

- Are in a similar setting and are similar in size
- Have similar school demography (FRL%, SWD%, and ELL%)
- Have similar school demography (race and ethnicity)
- Have educators with about the same education, experience, etc.

Would you agree that School B is the lower performing and should receive targeted support before school A?



Why is this Important?

WASHINGTON STATE SPECIAL EDUCATION ADVISORY COUNCIL (SEAC) BYLAWS

Revised May 2013

REPORT TO THE LEGISLATURE, GOVERNOR, AND SUPERINTENDENT OF PUBLIC INSTRUCTION

*On the Creation of a Statewide
Special Education Task Force*

Presented by the Washington State
Governor's Office of the Education Ombuds

NOVEMBER 2014



OSPI | Randy I. Dorn
State Superintendent

Help Pledged for Struggling Schools

Annual list of "priority" and "focus" schools released

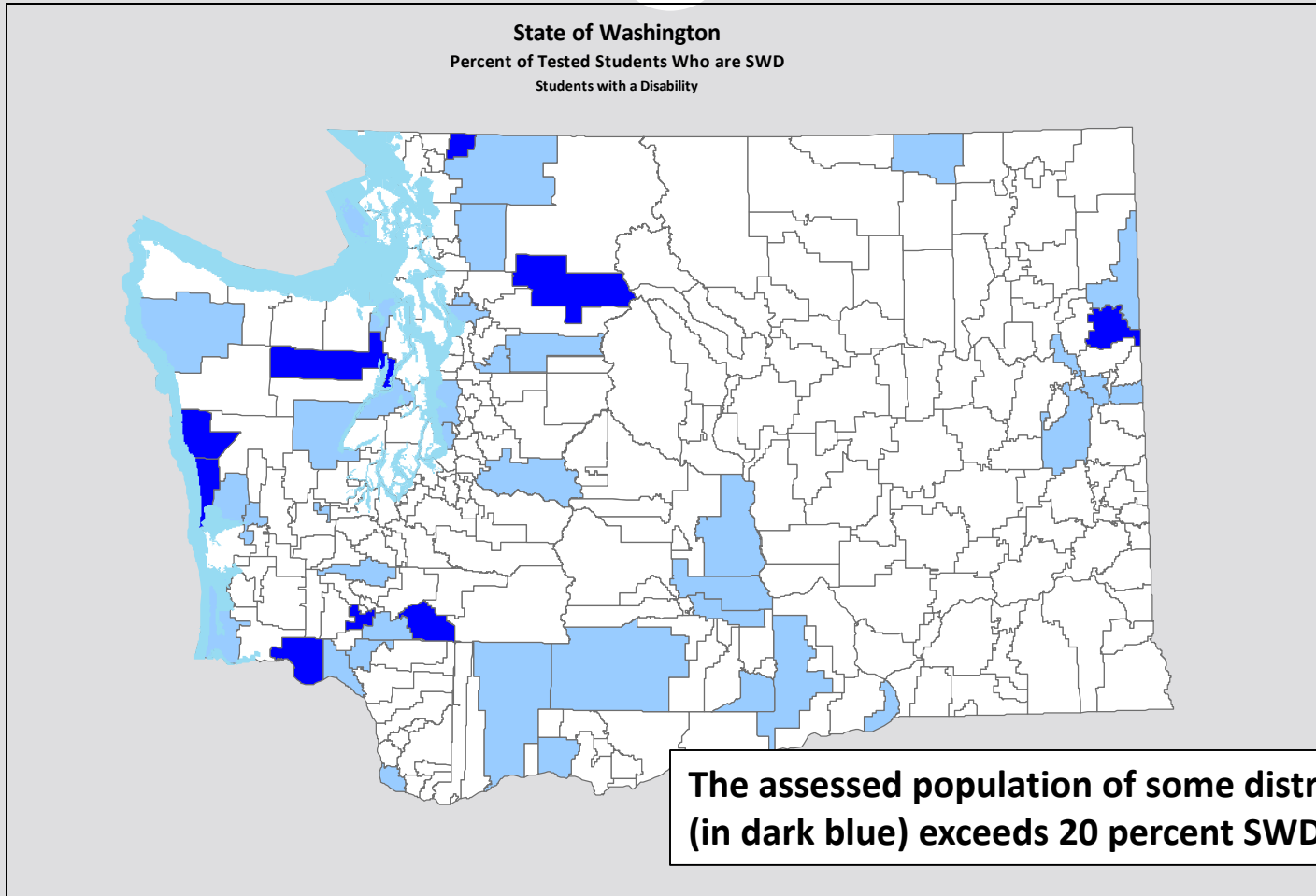
OLYMPIA — March 31, 2015 — State Superintendent Randy Dorn today released a list of schools that will receive additional state and federal funding and support services to help them meet the needs of all their students.

A bill passed in 2013 ([E2SSB 5329](#)) requires the state annually to identify challenged schools in need of improvement. The schools are referred to as Priority and Focus schools. The identification process is conducted by the State Board of Education (SBE) Achievement Index.

"We know there are schools in our state that struggle," Dorn said. "Using a quality system like the Achievement Index, we can pinpoint the areas where they struggle and can give them the support they need so students can be successful."



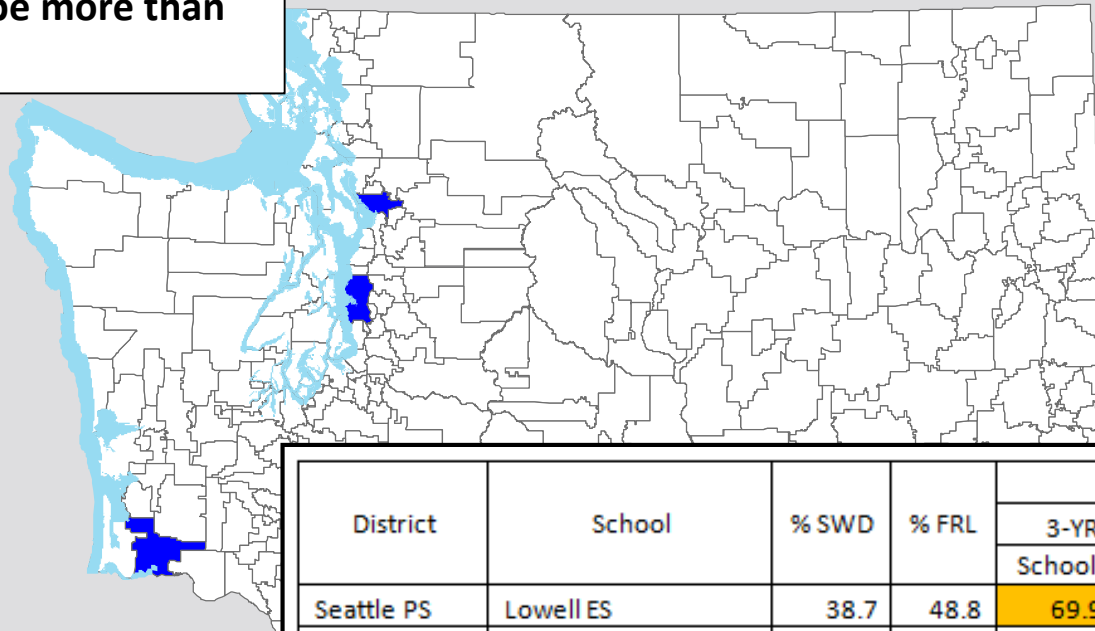
Students with a Disability in a District Percent Tested in 2014



Schools with the Highest Percentage of SWD Students as a Percentage of the Tested Population

For some schools, the assessed population can be more than one-third SWDs.

State of Washington
Percent of Tested Students Who are SWD
Students with a Disability



District	School	% SWD	% FRL	Reading and Math			
				3-YR PRO		AVG MSGP	
				School	SWD	School	SWD
Seattle PS	Lowell ES	38.7	48.8	69.9	59.2	41.8	--
Marysville SD	Marshall ES	36.1	56.1	57.0	50.1	42.9	39.5
Seattle PS	Arbor Heights ES	33.3	37.9	64.3	24.2	41.2	37.3
Naselle SD	Naselle ES	32.8	51.8	71.3	--	51.3	--
Seattle PS	Pathfinder K-8 School	31.0	25.7	68.1	41.1	52.8	47.7



Academic Performance



PROFICIENCY, GROWTH, AND GRADUATION



Learning Expectations

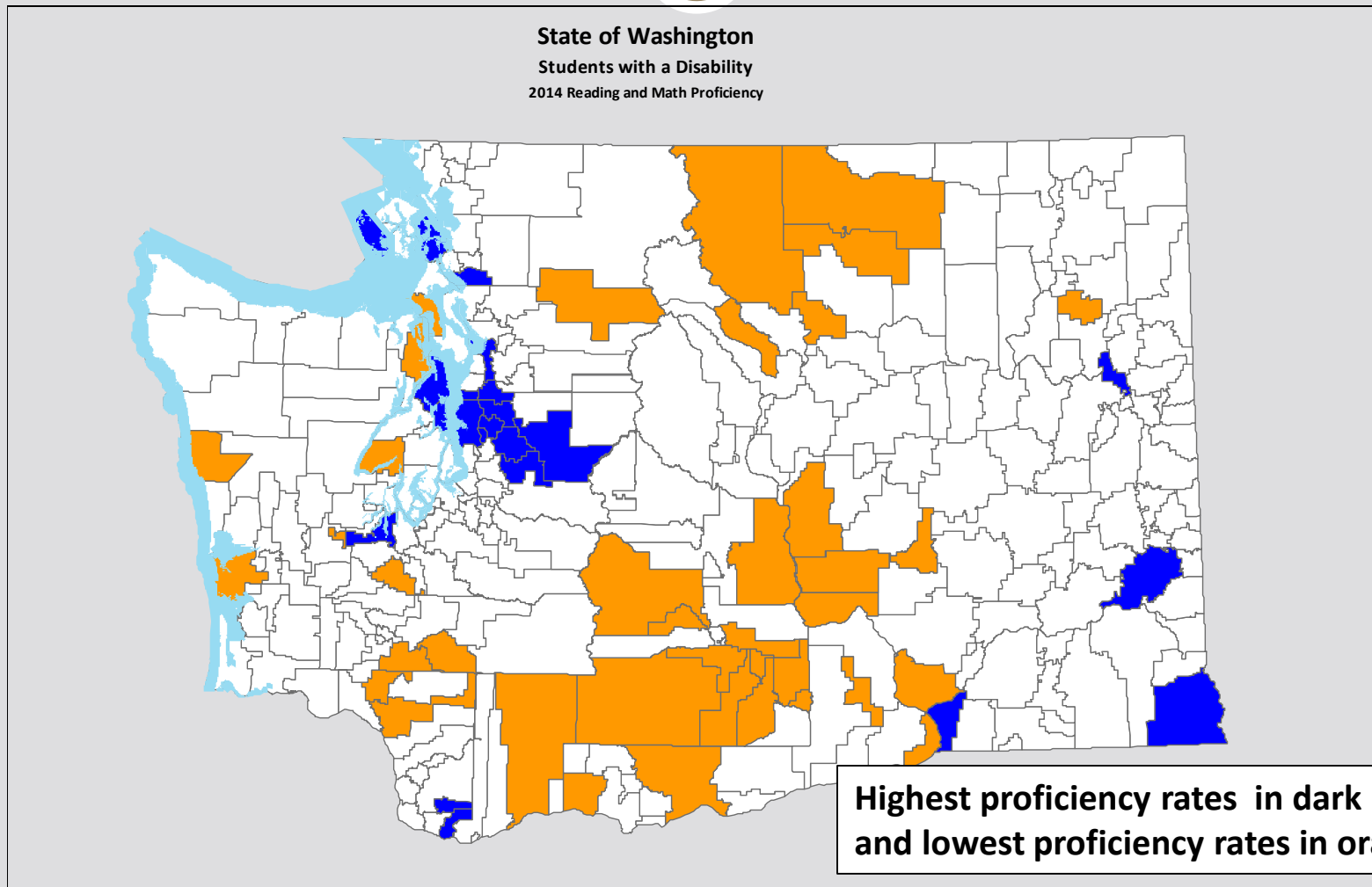


- The vast majority of students receiving special education found eligible under a disability category that in no way precludes them from
 - ✦ functioning at or above grade level or
 - ✦ from achieving proficiency on a state's academic content standards
 - ✦ when appropriate services, supports, and accommodations are provided
- One obvious example: just because a student is blind doesn't mean there's anything wrong with that student's brain.

From: <http://www.centerforpubliceducation.org/Evaluating-performance/Special-education-A-better-perspective-full-report.html>



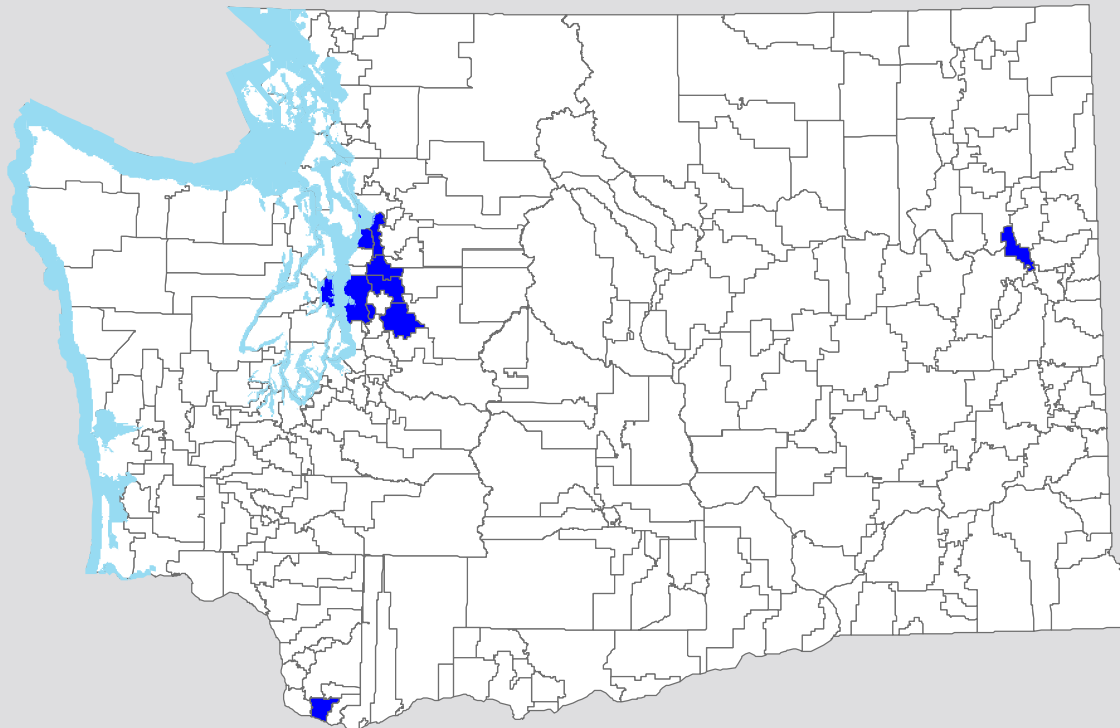
District-Level Reading and Math Proficiency 3-YR Average Students with a Disability



Schools with the Highest Performing SWDs – Proficiency (3-Yr)



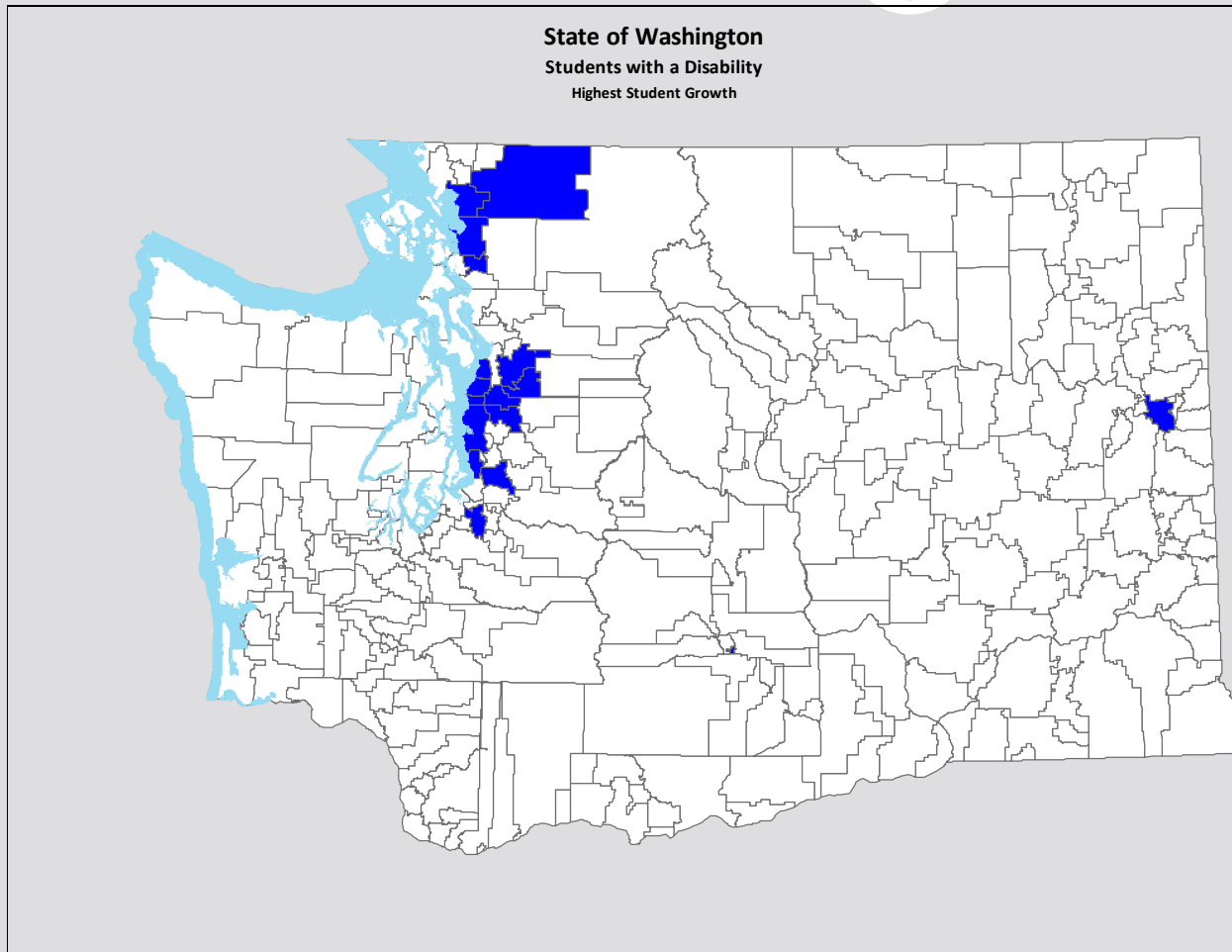
State of Washington
Students with a Disability
 Highest Proficiency Rates (3-Year Average)



School	Reading and Math Proficiency Rate	
	SWD	School
WEDGWOOD ES	85.4	96.0
CAPT. CHARLES WILKES	74.5	89.3
JOHN HAY ES	74.2	90.4
THURGOOD MARSHALL ES	73.0	84.1
LOCKWOOD ES	72.7	87.3
WEST WOODLAND ES	72.0	92.7
MERCER ISLAND HS	70.2	92.7
MILL CREEK ES	69.6	89.7
SHELTON VIEW ES	69.1	89.7
WILDER ES	68.5	90.8
WEST MERCER ES	67.7	89.7
WOODMOOR ES	67.6	80.6
EASTLAKE HS	67.5	94.2
LAKE SPOKANE ES	66.5	79.5
KAMIAK HS	66.1	93.5
CASCADE RIDGE ES	66.1	93.0
MCAULIFFE ES	65.6	91.0
ISLAND PARK ES	65.1	90.4
LAWTON ES	64.9	88.2
EAST RIDGE ES	64.8	89.6
ROSA PARKS ES	64.3	94.0
HARBOUR POINTE MS	63.4	82.2
THORNTON CREEK ES	63.3	82.7
SILVER LAKE ES	63.3	81.1
FISHERS LANDING ES	62.7	89.7



Schools with the Highest Performing SWDs – Growth (3-Yr)



School	% FRL	R & M MSGP
MARINER HS	65.1	63.3
UNION GAP SCHOOL	89.1	63.0
WOODIN ES	34.2	62.6
ADAMS ES	77.3	62.4
FERNWOOD ES	9.4	62.0
MOUNT BAKER MS	68.1	62.0
FERNWOOD ES	9.4	62.0
MUIR ELEMENTARY	42.4	61.9
SNOHOMISH HS	21.1	61.8
WHITE CENTER HEIGHTS	86.8	61.0
GLACIER PEAK HS	10.8	60.2
NATHAN HALE HS	31.3	60.1
WHATCOM MS	27.5	60.0
BROWNE ES	60.0	59.6
KENDALL ES	67.8	59.5
LOGAN ES	88.3	59.3
SACAJAWEA MS	34.3	59.1
LAKE FOREST PARK ES	33.4	58.5
BURLINGTON EDISON HS	41.0	58.4
MONROE HS	24.4	58.3
WOODLAND ES	45.4	58.2
BALLARD HS	17.8	57.5
COLLEGE PLACE ES	68.9	57.0
WEST SEATTLE HS	40.4	56.9
KENTRIDGE HS	31.3	56.7



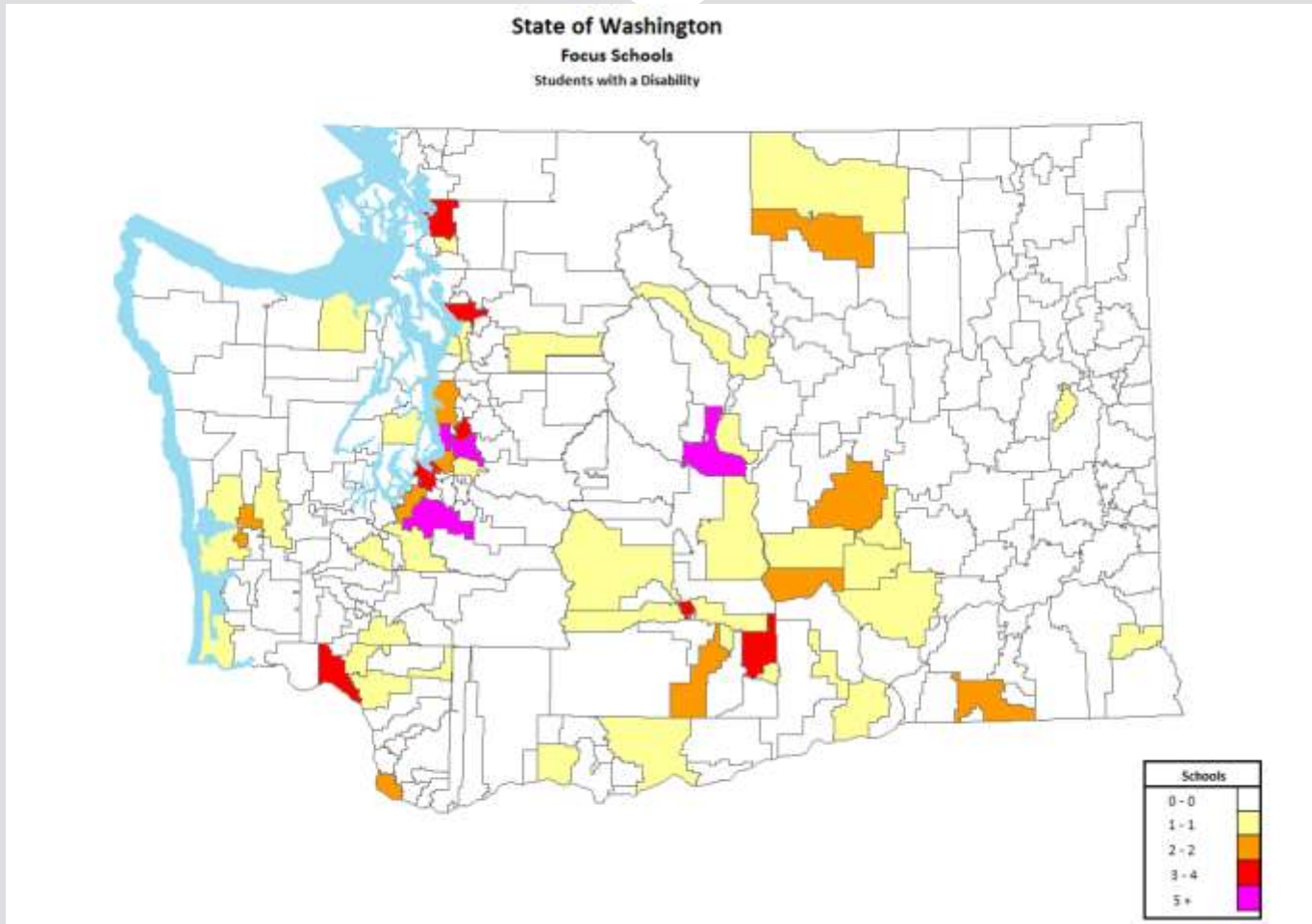
2015-16 Focus School List



- 133 Focus Schools
- 98 (74 percent) were identified based on low SWD performance
 - ✦ Reading and Math (combined) proficiency rate < 13.86
 - ✦ 3-year average
- Highline SD (6)
- Bethel SD (5)
- Kent SD (5)
- Wenatchee SD (5)



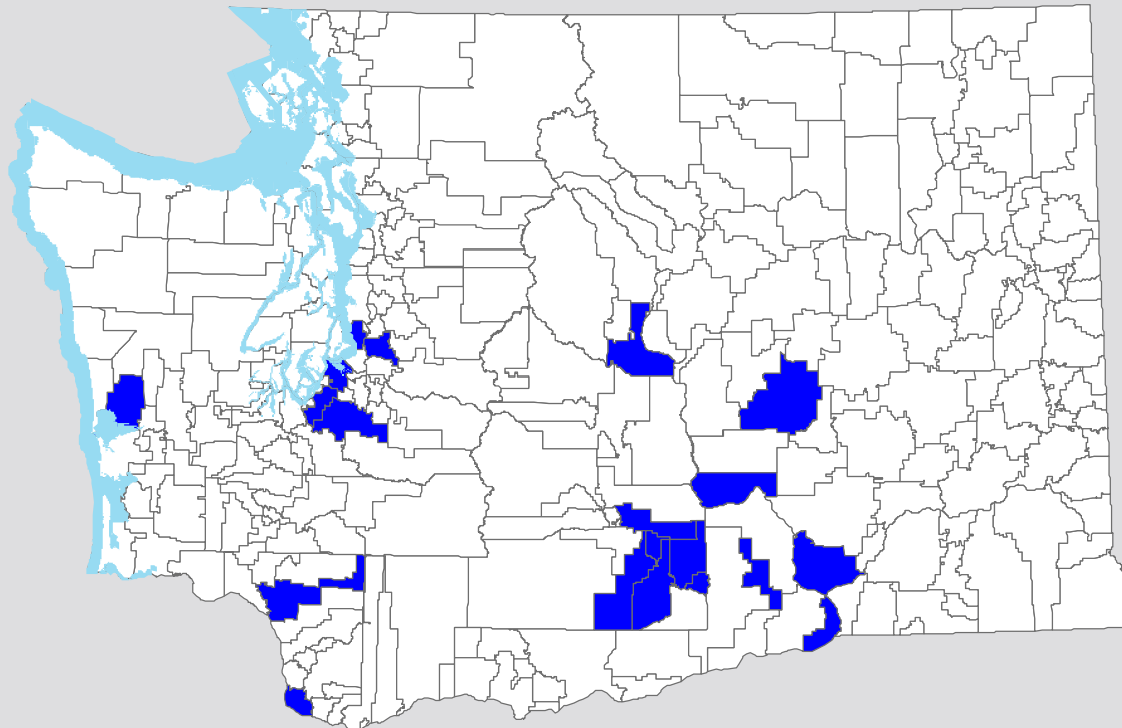
Districts with SWD Focus Schools



Schools with the Lowest Performing SWDs – Proficiency (3-Yr)



State of Washington
Students with a Disability
 Reading and Math Proficiency (3-Year)



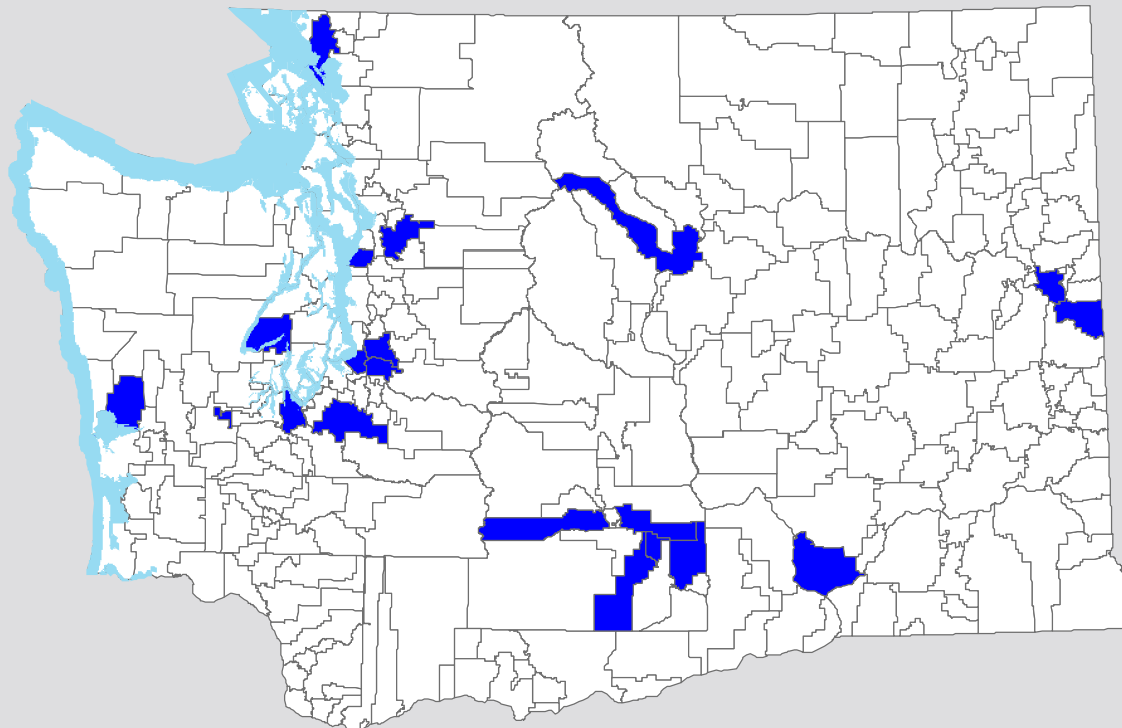
School Level	% FRL	Reading and Math Proficiency Rate	
		SWD	School
MS	99.7	1.5	49.7
ES	96.0	2.7	45.4
MS	57.3	2.8	37.8
ES	76.1	4.2	53.5
MS	58.5	4.4	48.7
MS	100.0	4.4	44.3
ES	78.4	4.4	40.7
MS	57.7	4.7	37.2
MS	62.7	5.2	54.0
MS	69.9	5.7	54.4
ES	100.0	5.9	46.5
MS	80.3	5.9	57.2
MS	93.7	6.0	54.3
ES	100.0	6.3	41.1
MS	60.4	6.3	47.8
ES	87.9	6.3	53.5
ES	88.5	6.5	41.8
MS	64.7	6.7	40.7
MS	77.6	6.9	43.0
MS	86.5	7.0	42.8
ES	67.3	7.1	44.8
MS	76.5	7.2	47.2
ES	93.7	7.2	52.9
MS	79.9	7.2	36.6
ES	95.0	7.3	41.3
ES	71.5	7.4	39.9
MS	100.0	7.5	45.6



Schools with the Lowest Performing SWDs – Growth (3-Yr)



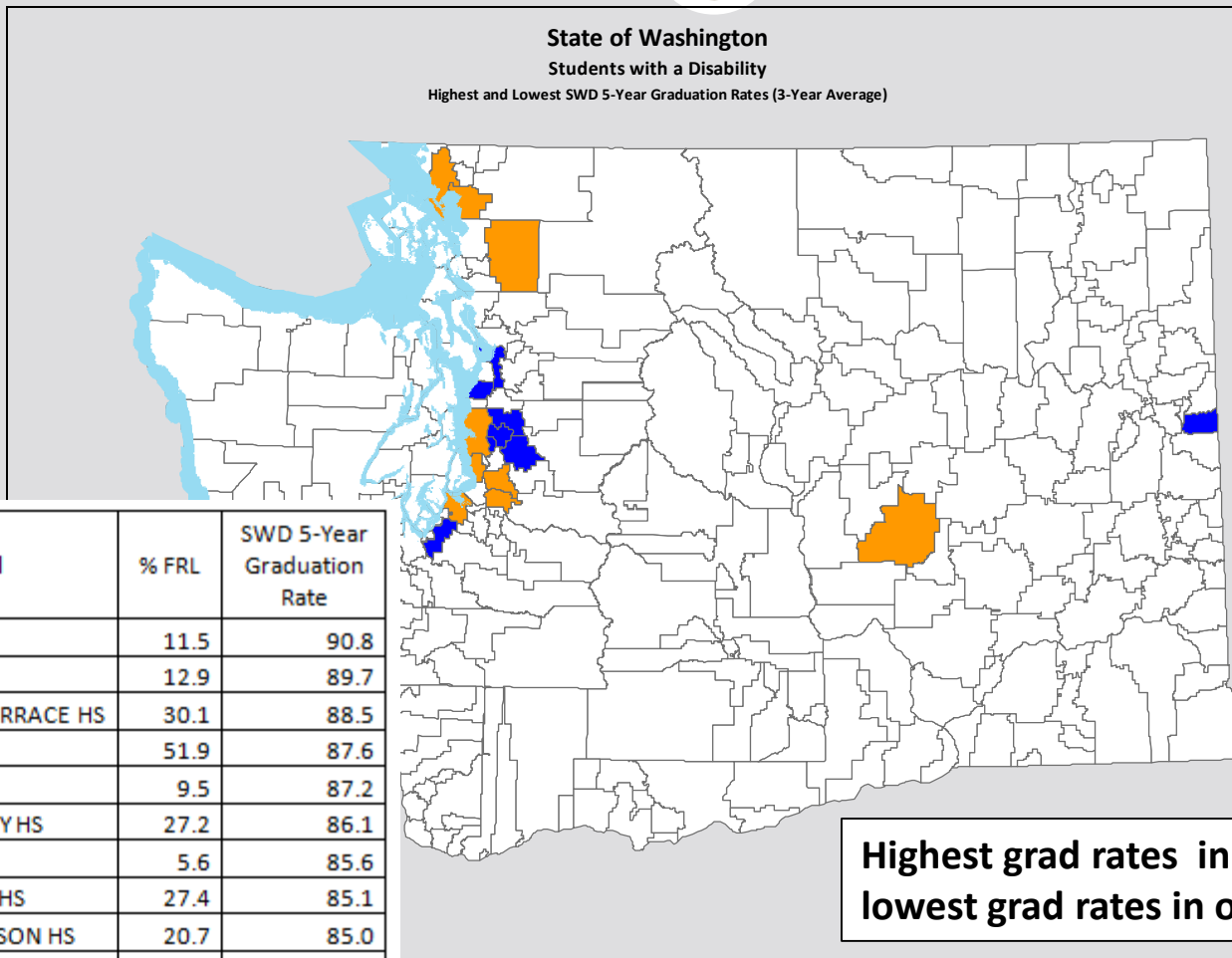
State of Washington
Students with a Disability
 Reading and Math Growth (3-Year)



School Level	% FRL	R & M MSGP
ES	100.0	23.0
MS	57.3	23.7
Comb	54.4	25.8
ES	61.5	25.9
MS	67.0	26.0
ES	98.7	26.3
MS	64.7	26.3
ES	98.7	26.3
ES	97.8	26.5
HS	63.9	27.6
MS	50.5	27.8
ES	29.8	27.8
MS	50.5	27.8
ES	46.5	27.8
MS	48.3	28.3
ES	40.9	29.2
ES	74.0	29.2
HS	48.1	29.3
MS	30.1	29.6
ES	71.5	29.6
MS	46.5	30.0
MS	84.4	30.1
MS	53.5	30.7
ES	47.9	30.7
ES	46.3	30.7



Schools with the Highest and Lowest 5-Year Graduation Rates Students with a Disability (3-Yr Average)



School	% FRL	SWD 5-Year Graduation Rate
HS 1	34.4	50.2
HS 2	78.6	49.6
HS 3	37.2	49.5
HS 4	52.4	48.7
HS 5	41.2	47.6
HS 6	70.1	47.5
HS 7	54.2	47.3
HS 8	50.0	43.5
HS 9	49.7	23.1
HS 10	49.2	21.5

School	% FRL	SWD 5-Year Graduation Rate
BELLEVUE HS	11.5	90.8
NEWPORT HS	12.9	89.7
MOUNTLAKE TERRACE HS	30.1	88.5
LAKES HS	51.9	87.6
ISSAQUAH HS	9.5	87.2
CENTRAL VALLEY HS	27.2	86.1
EASTLAKE HS	5.6	85.6
MEADOWDALE HS	27.4	85.1
HENRY M. JACKSON HS	20.7	85.0
MERCER ISLAND HS	3.4	84.5

Highest grad rates in dark blue and lowest grad rates in orange.



Learning Expectations



**THE NATIONAL CENTER FOR LEARNING
DISABILITIES ARGUES THAT COMBINING THE
PERFORMANCE OF SEVERAL STUDENT
SUBGROUPS DOES NOTHING TO HELP SCHOOLS
IDENTIFY HOW TO GO ABOUT TARGETING
INSTRUCTION TO THE STUDENTS WHO COMPRISE
THE GROUP.**

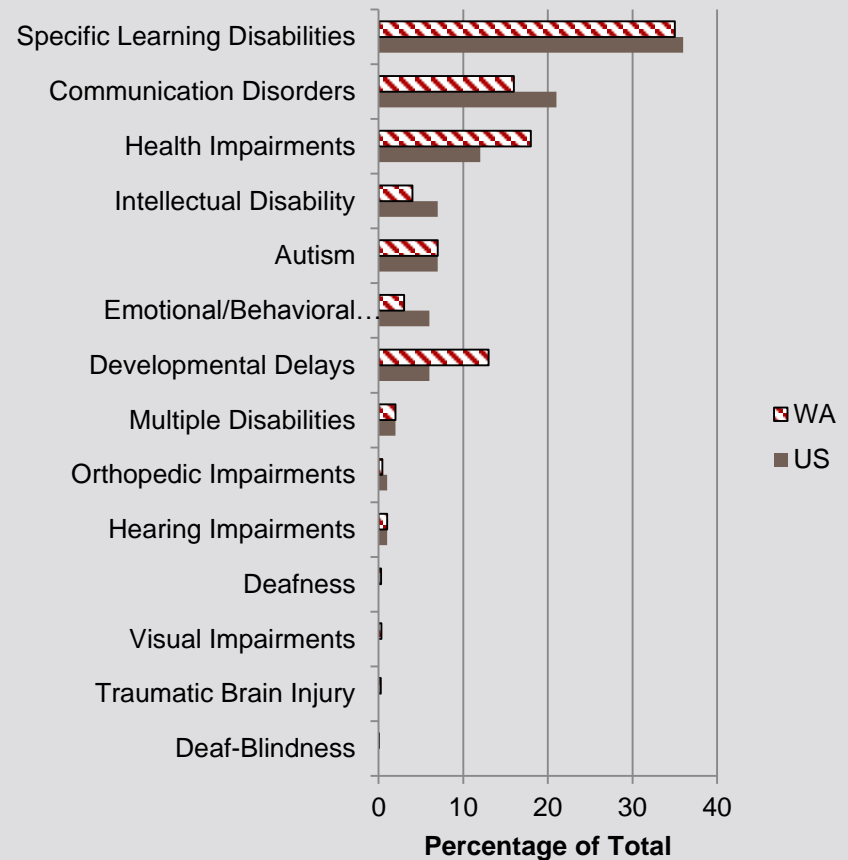


14 Disability Groups



- Higher than the U.S. average
 - ✦ Health Impairments
 - ✦ Developmental Delays
- Lower than average
 - ✦ Communication Disorders
 - ✦ Intellectual Disability
 - ✦ Emotional/Behavioral Disability

Disability Categories

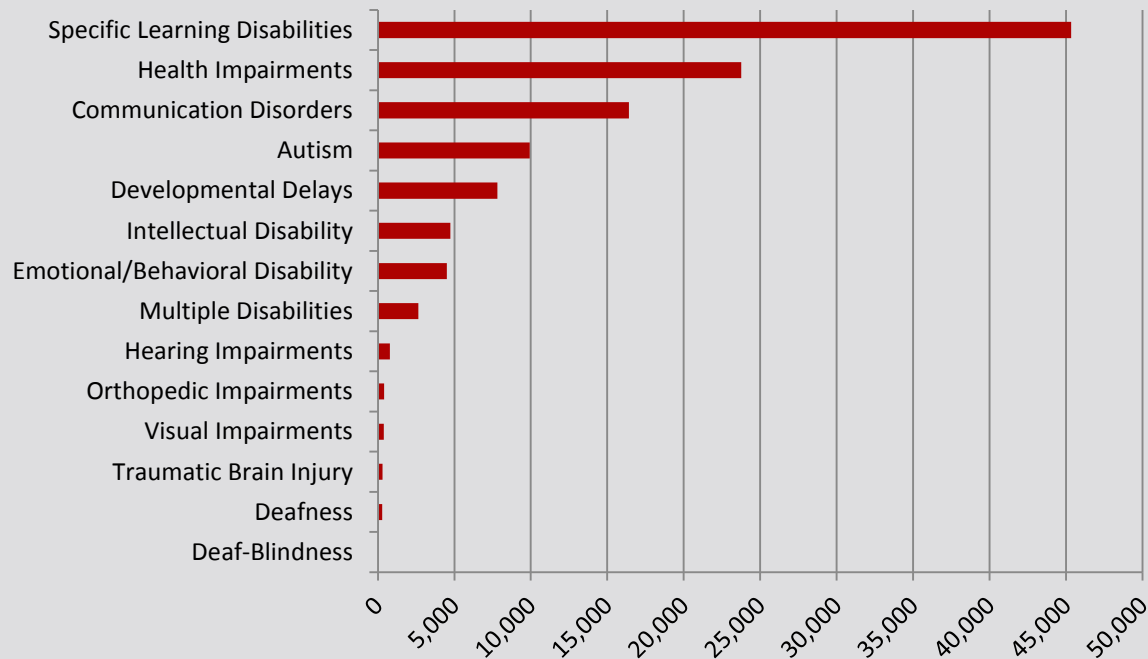


Population of Each Disability Category



- 139,601 students with a disability in 2013-14 school year
- 13.2 percent of the K-12 public school enrollment

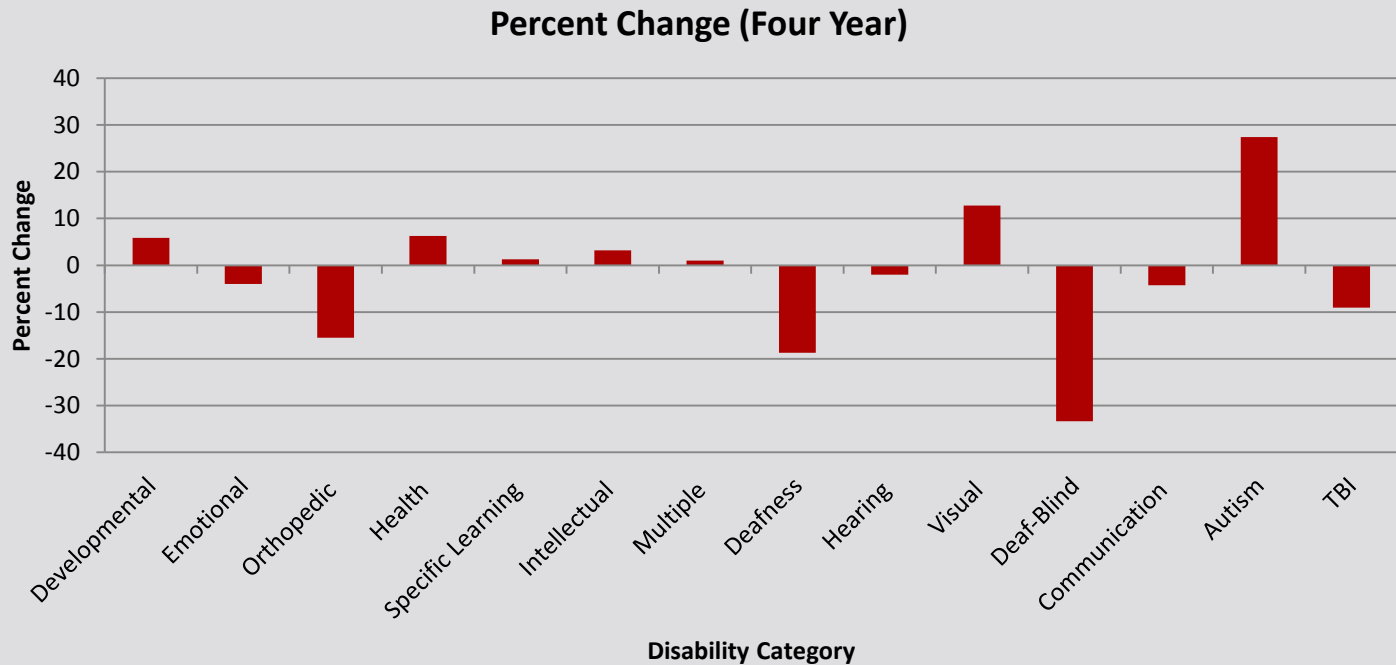
2013-14



Percent Change in Population by Category



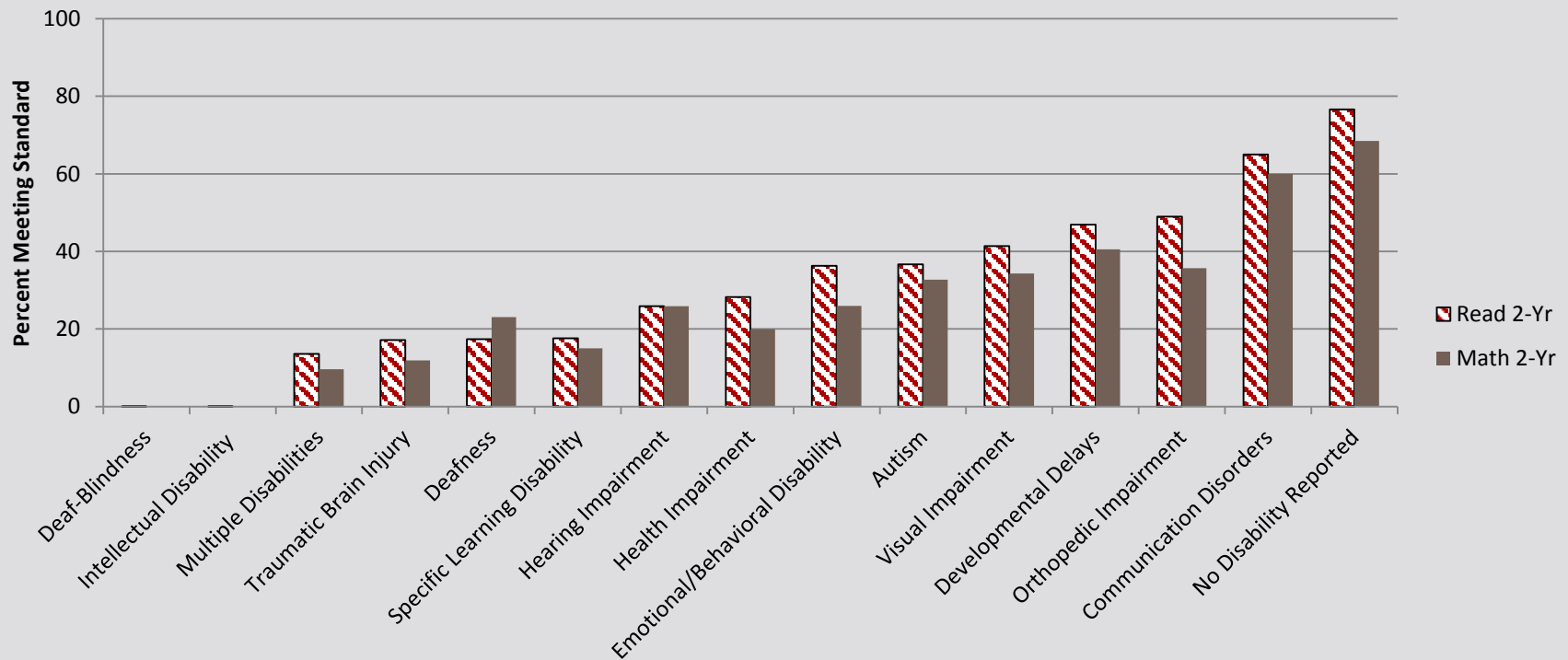
- The Autism disability category size increased about 27 percent over the last four years.



Proficiency Rates by Disability Category Elementary Grades

Students with communication, orthopedic, developmental, visual impairments and autism are the highest performing.

SWD Performance - Elementary Grades

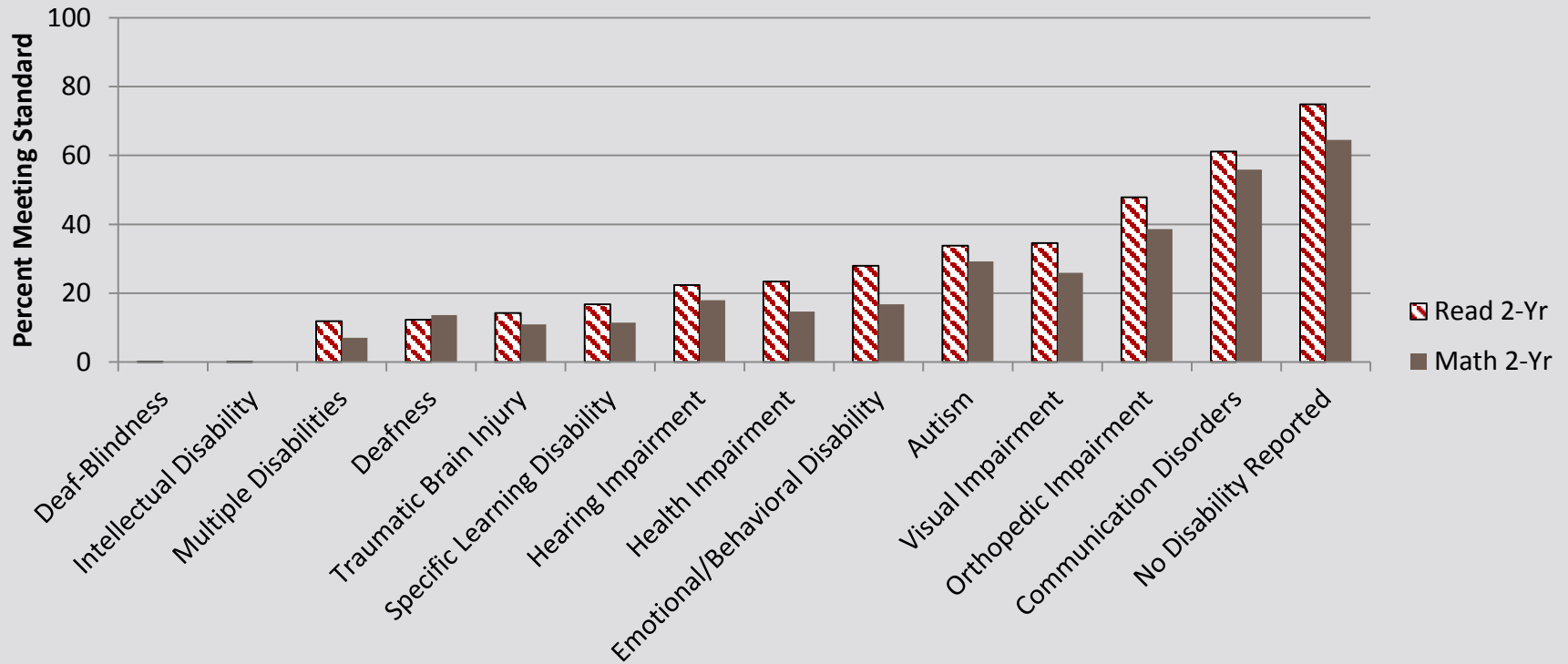


Proficiency Rates by Disability Category Middle Grades



Students with communication, orthopedic, visual impairments, and autism are the highest performing students with a disability.

SWD Performance - Middle Grades

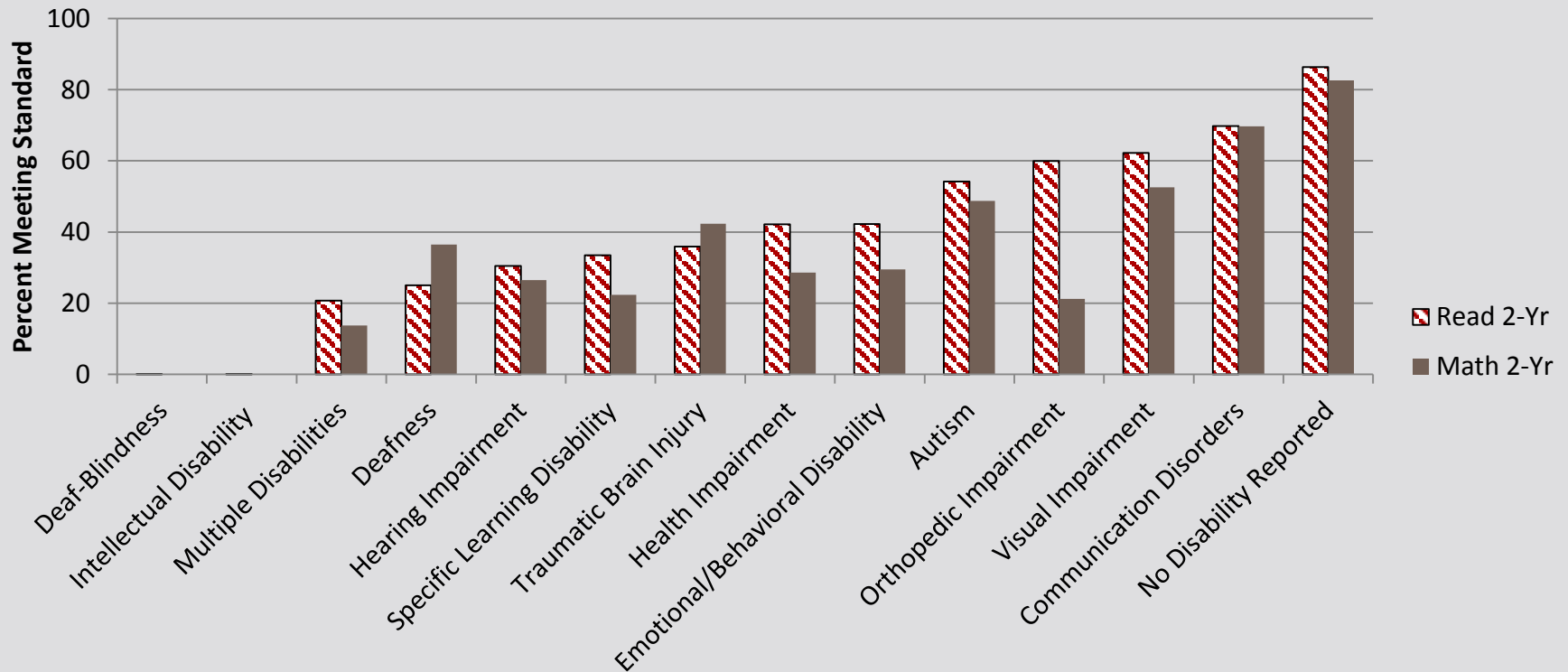


Proficiency Rates by Disability Category High School Grades



Students with communication, visual, orthopedic impairments, and autism are the highest performing but are far below non-disabled students.

SWD Performance - HS Grades

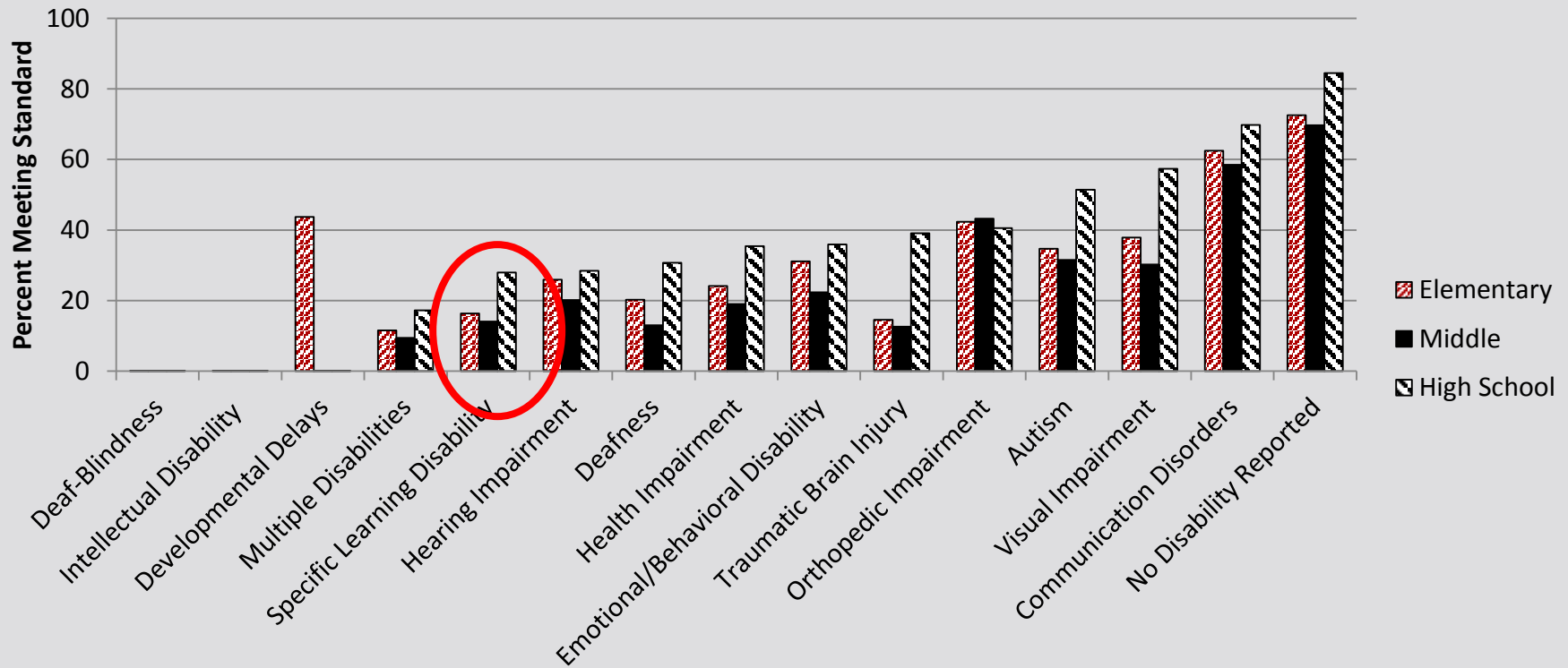


SWD Performance - Summary



At all school levels, students with a specific learning disability are the most numerous and among the lowest performing.

SWD Performance - All Grades



Our High-Stakes Decision – Identify School B

School A

- 18.4% proficient in reading
- 9.4% proficiency in math
- 13.9% proficient in reading and math combined

Mostly students with Communication and Health impairments who average (statewide)

- 46.5% proficient in reading
- 40.0% proficient in math
- 43.3% proficient in reading and math combined

The group at this school is performing about 68% below the state average for students with Health and Communication impairments.

School B

- 14.7% proficient in reading
- 12.8% proficient in math
- 13.8% proficient in reading and math combined

Mostly students with a Specific Learning Disability who average (statewide)

- 16.8% proficient in reading
- 11.4% proficient in math
- 14.1% proficient in reading and math combined

The group at this school is performing at about the state average for students with a Specific Learning Disability.



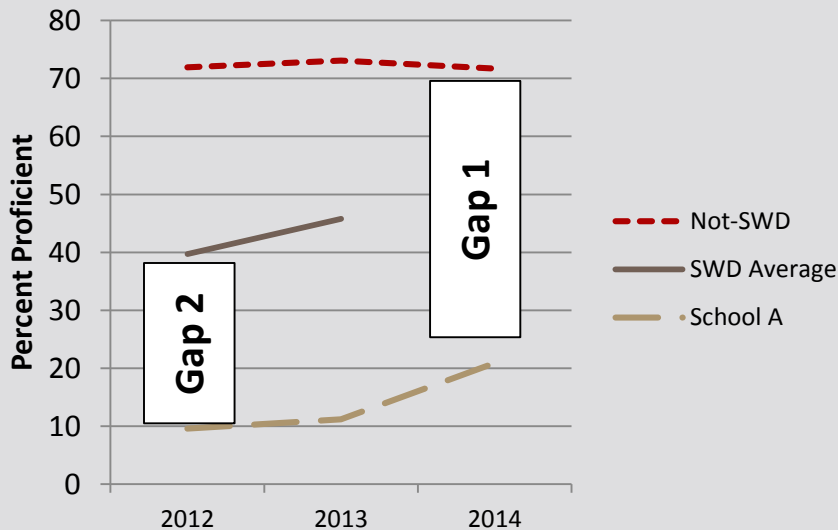
“Double” Performance Gap



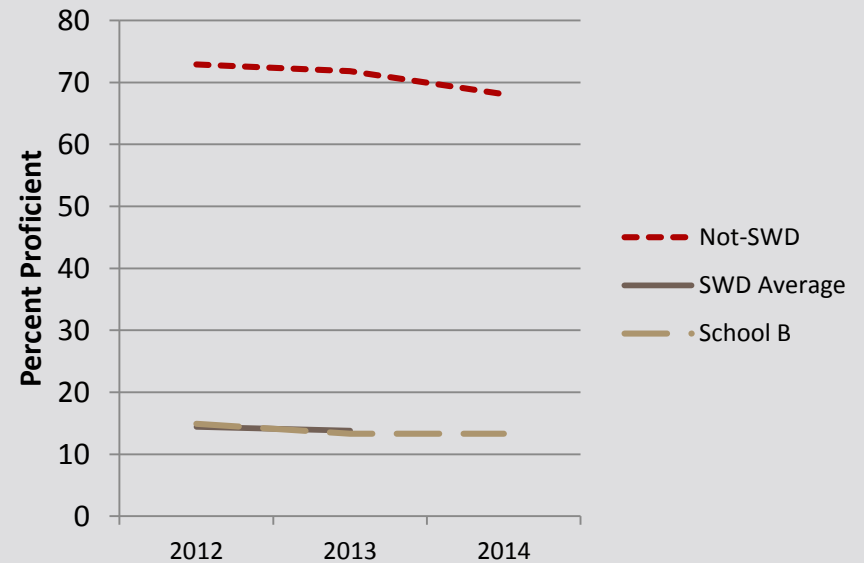
- School is underperforming as compared to the state average for the disability type.

- School is performing similar to the state average for the disability type.

School A
Communication and Health Impairments



School B
Specific Learning Disability



Questions



Please contact Andrew Parr

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if you have questions or ideas about this ongoing work.

