

Expectations and Accountability: Whose students are they?

Rachel Quenemoen

Research into Policy into Practice Consultant

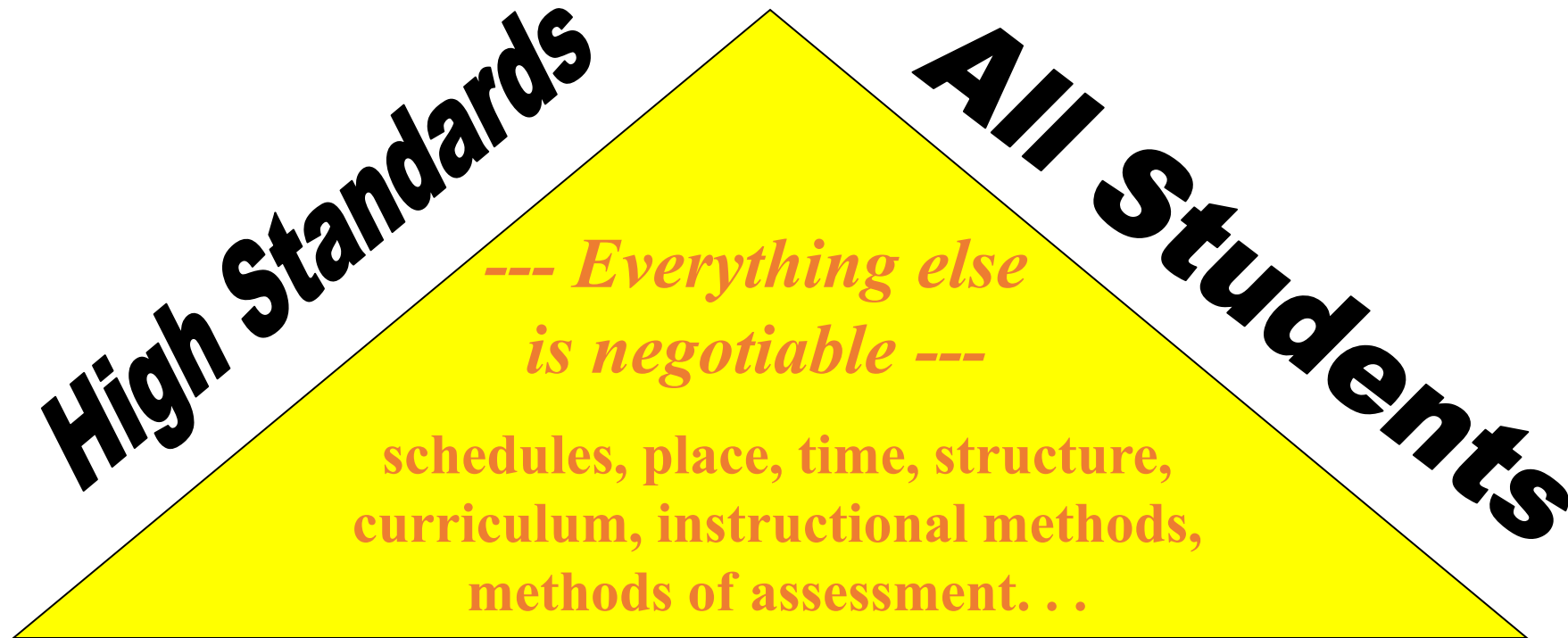
University of Minnesota, Retired Senior Research Associate

Old Parent (7/14/75)

Food for thought today!

- Standards-based Reform Context – what is our Theory of Action?
- Expectations – revisiting Quenemoen and Thurlow, 2019, briefly
- Keys to shared accountability – Structures, Values, Evidence, Questions: A focus on improvement planning and shared leadership and accountability
- Success “one student at a time” – System opportunities and barriers for IEP planning
- Reflection on intervention points and levers
- How does a Multi-Tiered System of Supports (MTSS) fit into this picture? And for whom?
- Moving your numbers – “one district at a time”
- Next Steps: A discussion guide.

Standards-Based Reform Context



AcCOUNTability

EXPECTATIONS:

Who can learn? What can they 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.

We have no way to predict which ones may or may not succeed - so we have to teach them ALL well!

Access to and progress in the general curriculum based on the same goals and standards as all students is one way to define 'what.'

College and Career Readiness – CCR – as defined by state policy and evidenced in state content standards and achievement standards (achievement level descriptors) is another.

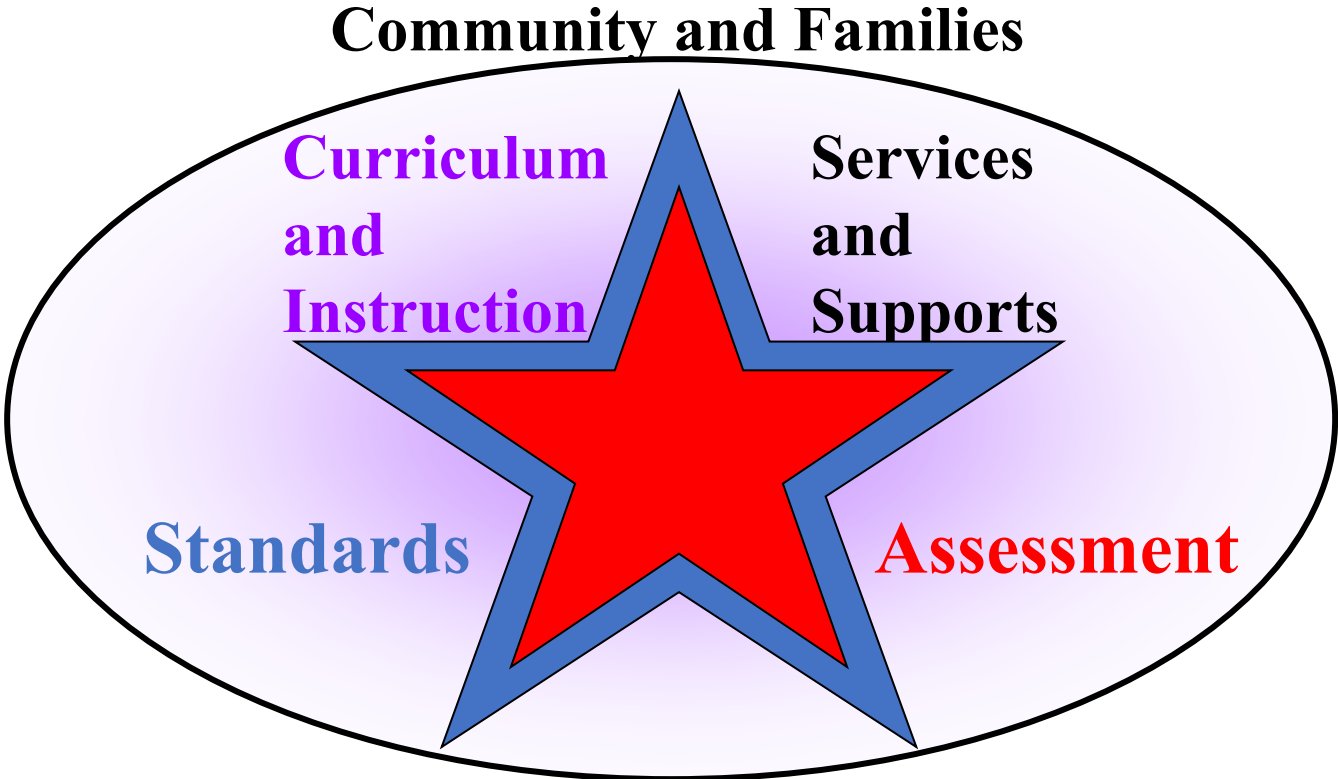
Shared accountability for all...

Quenemoen, R. F. & Thurlow, M.L. (2019). *Students with disabilities in educational policy, practice, and professional judgment: What should we expect?* (NCEO Report 413). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

What are the keys to shared accountability?

- STRUCTURES to ensure success that is not “person” dependent
- VALUES to ensure direction leads to success for all
- EVIDENCE that what is said and what is done are consistent – what kinds of evidence?
- OPEN THE DOORS AND TAKE A LOOK! Good questions make for solid evidence.

STRUCTURES



Governance, Leadership, Staff Development, Policies

'Leaders need to have clear answer to the question 'What do we believe in? and be equally clear about... 'How do you translate your beliefs into actions?'

Bowring-Carr, C., & West-Burnham, J. (1997). Effective learning in schools. London: Pearson Education.

SYSTEM OPPORTUNITIES AND CHALLENGES	STUDENT STRENGTHS AND NEEDS
1. What is the required content in the next grade level?	1. What are the student's current strengths and needs in the academic content areas? What data do we have to make that determination? What accelerated or remedial services and supports are necessary?
2. Where and when is the required content taught in Math? ELA? Science? Social Studies? Other?	2. What adaptations and accommodations can the student use to access the grade level content regardless of specific deficit basic skills in reading or mathematics or English language? What data do we have to support these choices? How will we determine if their use is effective or needs changing?
3. What instructional and curricular options are currently available in this school?	3. What specific instructional strategies work well for this student? What types of curricular materials work well for this student? If the needs of this student and the options available don't align well, what aids, services, supports, and instruction does the student need to be successful in spite of gaps? How can the current options be changed?
4. What array of services does the school provide to meet the students' other needs?	4. What specific nonacademic needs does this student have? What goals and objectives will address those needs? How do these relate to the student's academic success?
5. What is the curricular map into the future, what are essential understandings every student needs to achieve this year?	5. How can we set priorities to ensure the essential understandings are mastered by this student, but still allow the TIME the school and the student needs to address all needs.
6. How does all this go together, with professional development, support, continuous improvement, community linkages . . . so that all children are successful?	6. How do we align curriculum, instruction, supports, services, and needs so that THIS child is successful at grade level?

EXAMPLE: Where does a Multi-Tiered System of Support (MTSS) fit into these structures?

Pak, K. and Parsons, A. 2020. Equity Gaps for Students with Disabilities, *Penn GSE Perspectives on Urban Education*, Volume 17

<https://api.semanticscholar.org/CorpusID:218570252>} EXCERPT

- ...MTSS focuses on *all* students, not just SWDs, and communicates a vision of equitable implementation of the standards that simultaneously addresses individualized areas of need (O'Rourke, 2015). The premise of MTSS schools is that general education teachers are responsible for differentiating for all students, not just students without Individualized Education Plans, and that they utilize three tiers of increasingly intensive, data-driven interventions to help each student access grade-level standards based on their unique needs (Kauffman et al., 2017; O'Connor & Sanchez, 2017).

Moving Your Numbers

- 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. Pak and Parsons (2020) includes a recent review of literature on this point.
- Where are the intervention points? What are the levers?

It depends...

- [Welcome to Moving Your Numbers](#)



Font size: [A](#) [A](#) [A](#)

Children benefit when adults work together to:

- Rethink Roles**
- Redefine Leadership**
- Reverse the "Blame Game"**

[Read more](#) +



 <p>Our Purpose To help school districts nationwide, better learn how to identify and help struggling learners</p> <p>Learn More +</p>	 <p>Feature Stories Learn from the success of various districts across the country – large and small</p> <p>Learn More +</p>	 <p>Key Practices Six essential practices to help generate and sustain academic gains</p> <p>Learn More +</p>	 <p>Key Audiences Explore what this work means for YOU in your role</p> <p>Learn More +</p>
--	--	---	---

<p>Our Work Moving Your Numbers provides examples of real districts — from small rural communities to large urban centers — that are positively affecting the performance of all children, including students with disabilities, through collective and focused</p>	<p>Feature Stories</p>  <p>Download MYN Resources</p> <p>Have a success story to share? We would love to feature it! Click here »</p>
--	---

What's next?

1. Individual reflection: Do you believe that the starting point for improving student performance for all students is improved access and instruction in the general curriculum for all students? Are there any students you are leaving out? Why? Are there any students you believe others leave out? Evidence?
2. System reflection: What are the intervention points to ensure that all students access a high-level curriculum based on the goals and standards set for all students, with a focus on structures and values? What are the levers to pull at the State, District, School, and Classroom levels?
3. "One student at a time" reflection: Discuss how to apply and evaluate a range of learning supports - from the beginning, in the classroom, for all students, for each student - to address the unique learning needs of all students as the foundation for success for each student.
4. Accountability reflection: Identify the evidence you would expect to see to show that what is said is consistent with what is done; Identify the questions to ask based on the evidence you are given or that you see or that is missing. What doors do you need to open to see who is missing out on the benefits of interventions?