

Predicating Post Secondary Success
amongst a population of Learning
Disabled Learners



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outline

- Inspiration for the research
- Results of the research
- Implications for the research

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SCHOOL COMPLETERS AND NONCOMPLETERS WITH LEARNING DISABILITIES

George Bear et al (2006)

76 students with LD
45 completers
31 noncompleters

TABLE 1. Means, Standard Deviations, and *F* Ratios for All Measures by Participant Group

Variable	Noncompleters		Completers		<i>F</i> (1, 74)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Ability and achievement					
IQ	94.84	13.06	99.67	9.71	3.41
Reading	82.45	15.05	87.33	16.25	1.76
Math	85.68	11.25	88.82	13.18	1.17
Written language	75.29	10.74	78.71	11.32	1.75

	Completers		noncompleters		<i>F</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Self-reports					
Reading satisfaction	13.93	4.02	13.04	3.68	0.61
Behavior satisfaction	16.84	2.75	15.62	2.94	2.29
Global self-worth	17.58	2.25	16.60	2.59	2.42
Perception of teachers	23.29	3.10	22.91	3.08	0.27

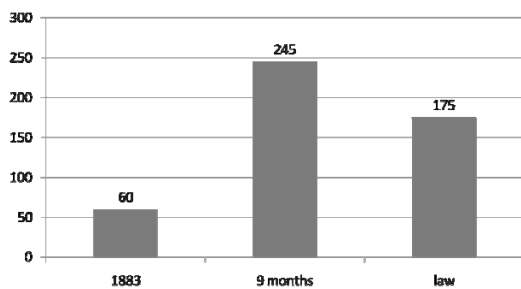
3 factors predicting noncompletion in a LD student Population

- Identification in Middle School
- Complete less than 20% of homework
- No extracurricular activities

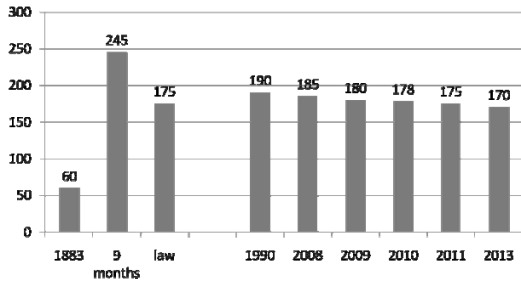
THANK YOU #1

Nancy Rosenfelt – Director of Summit View Schools

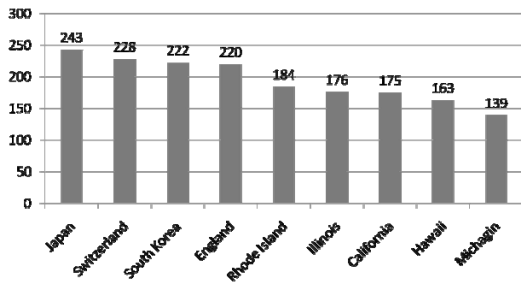
of school days per year



of school days per year in California



of School Days per year around the world



THANK YOU #2

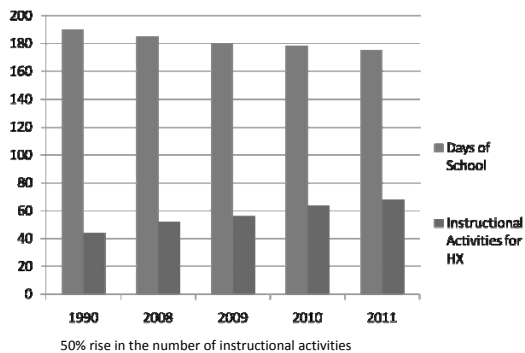
Jim (Last Name Withheld) – California Department of Education
Statistical Outcome Department

California Curriculum Standards 10th grade history – adopted in 1988

- World History, Culture, and Geography: The Modern World
 - 10.1 Ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
 - 10.2 The Glorious Revolution of England, the American Revolution, and the French Revolution
 - 10.3 Industrial Revolution in England, France, Germany, Japan, and the United States.
 - 10.4 New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
 - 10.5 Students analyze the causes and course of the First World War.
 - 10.6 Students analyze the effects of the First World War.
 - 10.7 Students analyze the rise of totalitarian governments after World War I.
 - 10.8 Students analyze the causes and consequences of World War II.
 - 10.9 Students analyze the international developments in the post-World War II world.
 - 10.10 Nation-building in the contemporary world
 - 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

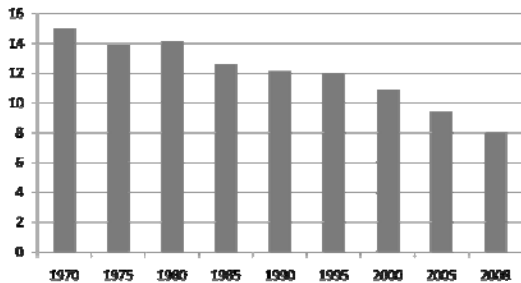
Instructional Activities

- SB944 - Ronald Reagan Day – not a state holiday, but one marking his birthday with an annual proclamation on which “all public schools and educational institutions are encouraged ...to conduct suitable commemorative exercises.
- SB982 – Cesar Chavez Day – not a state holiday, but one marking his birthday with an annual proclamation on which “all public schools and educational institutions are encouraged ...to conduct suitable commemorative exercises.
- AB2567 – Harvey Milk Day – not a state holiday, but one marking his birthday with an annual proclamation on which “all public schools and educational institutions are encouraged ...to conduct suitable commemorative exercises.



DROPOUT RATES

Prevalence of High School Drop out Rate by Year



Dropout rates reduce by 50% from 16% to 8%

DIGEST of EDUCATION STATISTICS

Graduation Rates by State

State	Graduation Rate
Alabama	62%
Alaska	67
Arizona	59
Arkansas	72
California	68
Georgia	54
Hawaii	69
Idaho	78
Illinois	78
Indiana	74
Iowa	93
Kansas	76
Kentucky	71
Louisiana	69

LD Dropout Rate

- LD - 2 times more likely to dropout
 - Of total dropout 80% could have been LD

- LD Students without services for LD dropout at a rate that is 9 times higher
- Less severe students dropout at a rate that is 4 times higher than more severe students

outline

- Inspiration for the research

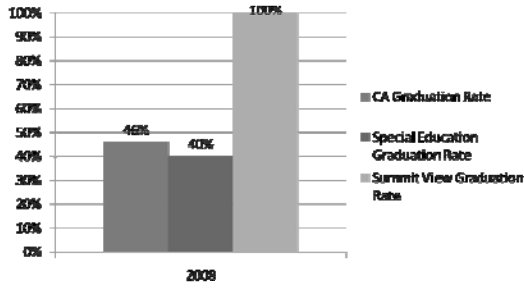
- **Results of the research**

- Implications for the research

THANK YOU #3

Sheila Zaft – Summit View West – High School
Barbara Rodney – Summit View Valley – High School

Graduation Rates



SVS-CC Alumni Data

- 2006
 - 100% graduate - 83% placed in college
 - 80% go to a 4 year college
 - 80% have graduated
 - 20% go to a 2 year college
 - 100% of those go to a 4 year school within 2 years
- 2007
 - 100% graduate - 90% placed in college
 - 78% go to a 4 year college
 - 22% go to a 2 year college
 - 80% of those go to a 4 year school within 2 years
- 2008
 - 100% graduate - 81% placed in college - 1 in military
 - 84% go to a 4 year college
 - 16% go to a 2 year college
- 2009
 - 100% graduate - 85% placed in college - 2 in military
 - 83% go to a 4 year college
 - 17% go to a 2 year college

IEP goals met as predictors

	Correlation rate with graduates
SVS-CC	.08
SVS-SFV	.07

% of variance in graduation accounted for by reading goals met

Less than 10% of the time you can predict who will graduate by if they met their reading goal on the IEP

IEP goals met as predictors

	Correlation rate with graduates
SVS-CC	.06
SVS-SFV	.06

% of variance in graduation accounted for by math goals met

IEP goals met as predictors

	Correlation rate with graduates
SVS-CC	.04
SVS-SFV	.03

% of variance in graduation accounted for by writing goals met

Value Added Analysis

$$y_{i1} = \mu_1 + \beta_1' x_i + \gamma_1' z_{i1} + (\omega_{10} \lambda_{i0}' \eta_0 + \lambda_{i1}' \eta_1) + (\alpha_{10} \varphi_{i0}' \theta_0 + \varphi_{i1}' \theta_1) + \varepsilon_{i1}$$

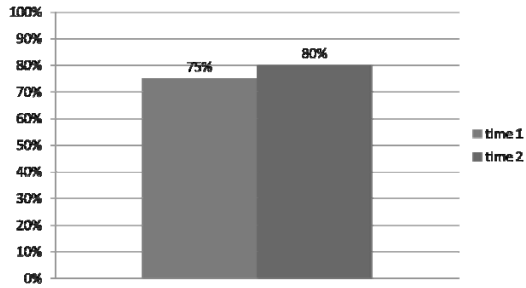
$$y_{i2} = \mu_2 + \beta_2' x_i + \gamma_2' z_{i2} + (\omega_{20} \lambda_{i0}' \eta_0 + \omega_{21} \lambda_{i1}' \eta_1 + \lambda_{i2}' \eta_2) + (\alpha_{20} \varphi_{i0}' \theta_0 + \alpha_{21} \varphi_{i1}' \theta_1 + \varphi_{i2}' \theta_2) + \varepsilon_{i2}$$

$$y_{i3} = \mu_3 + \beta_3' x_i + \gamma_3' z_{i3} + (\omega_{30} \lambda_{i0}' \eta_0 + \omega_{31} \lambda_{i1}' \eta_1 + \omega_{32} \lambda_{i2}' \eta_2 + \lambda_{i3}' \eta_3) + (\alpha_{30} \varphi_{i0}' \theta_0 + \alpha_{31} \varphi_{i1}' \theta_1 + \alpha_{32} \varphi_{i2}' \theta_2 + \varphi_{i3}' \theta_3) + \varepsilon_{i3}$$

50% at time 1 is consistent with 50%ile at time 2

Rutter et al (1979)

5 percentile Change



Value added as predictors

	graduated
SVS-CC	.07
SVS-SFV	.09

% of variance in graduation accounted for by value added data

3 factors predicting noncompletion in a LD student Population

- Identification in Middle School
- Complete less than 20% of homework
- No extracurricular activities

SVS factors

- 87% identified in elementary school
- 80% show improvement in work completion
- 88% of 2008 seniors were involved in some extracurricular activity

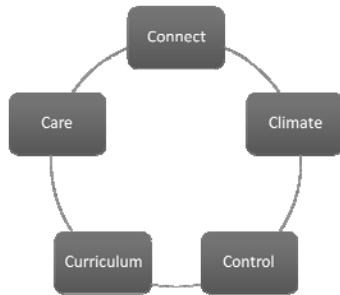
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Implications

- Validity of LRE policy
- The importance of feedback regarding assessment
- The importance of resiliency

The 5 C's of Dropping Out



Transition

Connect

- Self-determination
- Individualized transition planning
- Family involvement
- Community experiences
- Supports for postsecondary education

Climate

- Provide positive and safe learning environments
- Set a climate of caring
- Set high but reasonable academic and social expectations
- Facilitate opportunities for success
- Offer courses and activities geared to student needs and interests

(Christle, Jolivet & Nelson, 2007)

Locust of Control

Control

- Self-determination

Effective Instructional Strategies

Curriculum

- Successful experiences (social and academic)
- Opportunities to learn (cover content)
- Grouping for instruction (different type of groups for different learning activities)

Effective Instructional Strategies

Curriculum

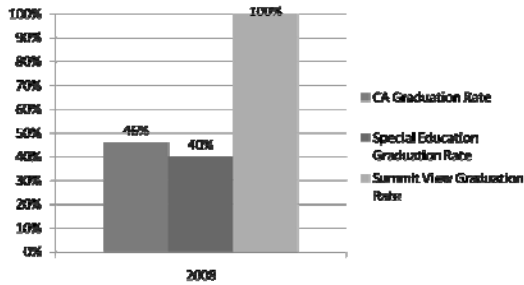
- Help students organize, store and retrieve knowledge
 - Teach strategically (teach “how to learn” strategies)
 - Teach sameness
- (Bost & Riccomini, 2006)

Care

- Value students' perception of their school experience.
- Assist students' to connect school and future needs.
- Understand the impact on their students' perceptions and their completion of school.

(Dunn, Chambers & Rabren, 2006)

Graduation Rates



Implications

- Validity of LRE policy
- The importance of feedback regarding assessment
- The importance of resiliency



Many of life's failures are people who did not realize how close they were to success when they gave up.

Thomas A. Edison
