

# The Colorado Experience: NA Goal #4



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# **The Colorado Experience: NA Goal #4**



System Responsibility:  
Accountability, High Stakes  
Testing, Assessment, and  
Standards-Based Environment

# Key Components of Goal 4

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1. Assessments are child-centered, employ multiple measures & reflect child's communication and language preference ✓
2. Assessment of students who use ASL & English include measures in both areas
3. Assessments include information regarding current performance & recommendations for how to improve communication & language skills

# Key Components of Goal 4

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4. Provide parents, consumers, & educators appropriate & complete information regarding accommodations, modifications, and adaptations to assessments & information regarding alternative assessments ✓
5. U.S. Department of Ed should provide guidance regarding assessment of DHH students

# Key Components of Goal 4

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6. District & statewide assessments must take into consideration unique language and communication preferences, abilities & needs of students ✓
7. High-stakes testing must adhere to guidelines of US Department of Ed, Office of Civil Rights ✓
8. Establish clear and effective accountability system to ensure that programs for DHH are effective, fully funded, and developed consistent with legal requirements and best practices

# Key Components of Goal 4

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9. Statewide accountability procedures & audits must evaluate how local programs address factors effecting outcomes for DHH students ✓
10. Detailed demographic information is needed to ensure accountability procedures are appropriate and educational programs are effective ✓
11. A “Best Practices” guide is required to ensure that all programs serving DHH students are effective and appropriate ✓

# Colorado Accountability Measures

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- System of assessment for DHH 0-21
  - 0-2, FAMILY Assessment
    - completed at 6 mo intervals
  - 3-5, Pre-CIPP
    - completed annually
  - 6-21, Colorado Individual Performance Profile (CIPP)
    - completed every three years
- Colorado State Assessment Program (CSAP)
- *Colorado Quality Standards: Programs and Services for Children and Youth who are Deaf and Hard of Hearing*

# Colorado Accountability Measures

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- Colorado Individual Performance Profile (CIPP)
  - 30 demographic variables (HL, student & family information, language & modality, student services)
  - Functional Assessments
    - Cognitive/Behavioral/Social, Communication, Physical, Language, Speech Intelligibility, Audition
  - Classroom Participation Questionnaire
  - Social Skills - Social Skills Rating System
  - Academic - CSAP
- Colorado State Assessment Program (CSAP)
  - Reading, math, writing, science
  - 3-10<sup>th</sup> grades
  - Bias review

# Colorado Accountability Measures

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- Colorado Quality Standards” Programs and Services for Children and Youth who are Deaf and Hard of Hearing - OUTCOMES
  1. Children with hearing loss are identified and referred for assessment as early as possible to enable the best possible language, communication, and achievement outcomes.
  2. A unique intervention or education plan is developed based on assessment that yields valid and reliable information about the child.
  3. Deaf and hard of hearing children and youth share the same learning opportunities as their hearing peers and benefit from programs that support and provide equal opportunity for communication access.

# Colorado Accountability Measures

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- Colorado Quality Standards: Programs and Services for Children and Youth who are Deaf and Hard of Hearing – OUTCOMES
  4. Deaf and hard of hearing infants, children and youth thrive in linguistically rich educational environments where language, communication, academics, and social opportunities are fully accessible.
  5. Family and community members are active, involved participants in the education process of children and youth who are deaf and hard of hearing.

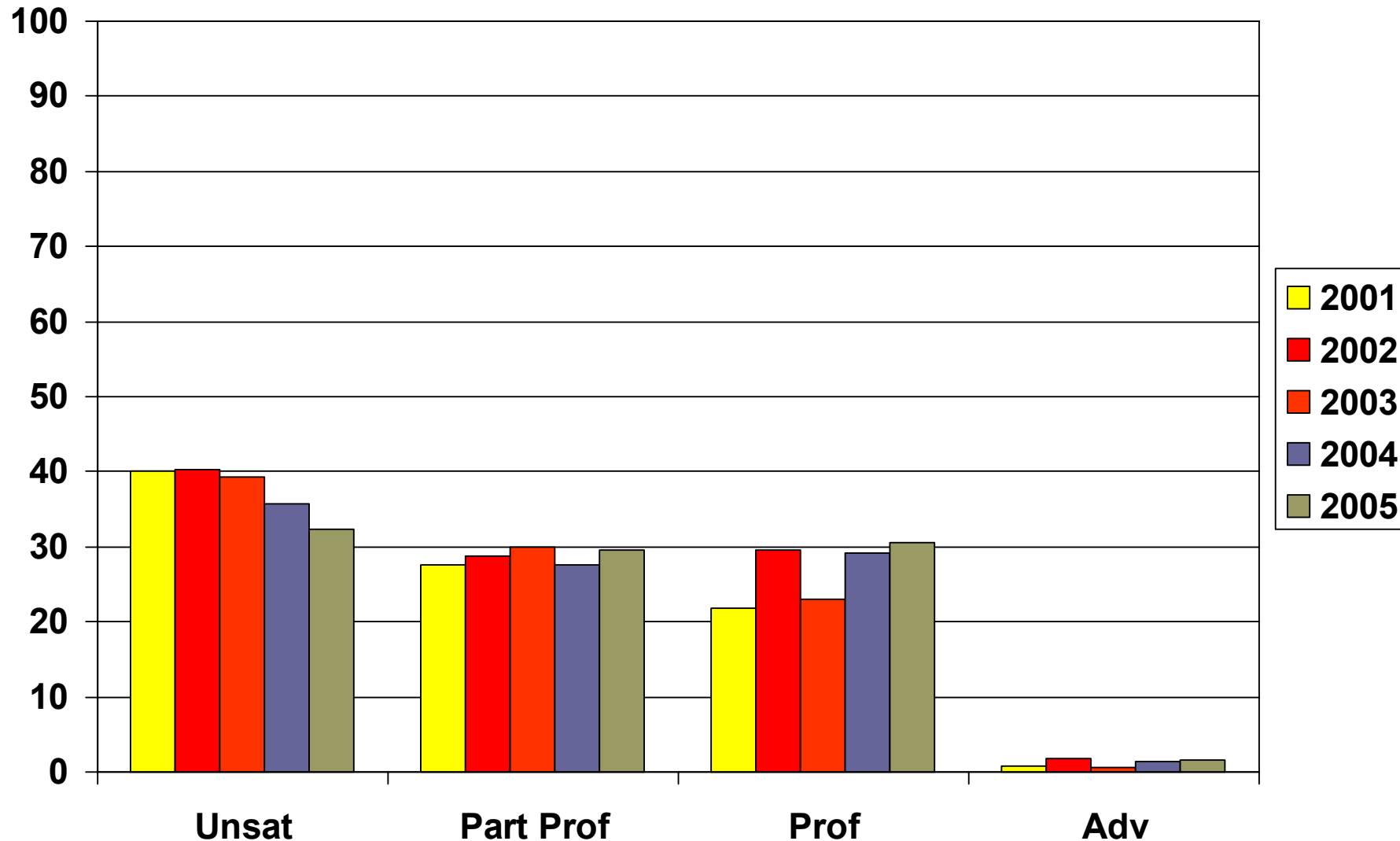
# What have we learned?



## **CSAP/CIPP Analysis: Students who are Deaf and Hard of Hearing**

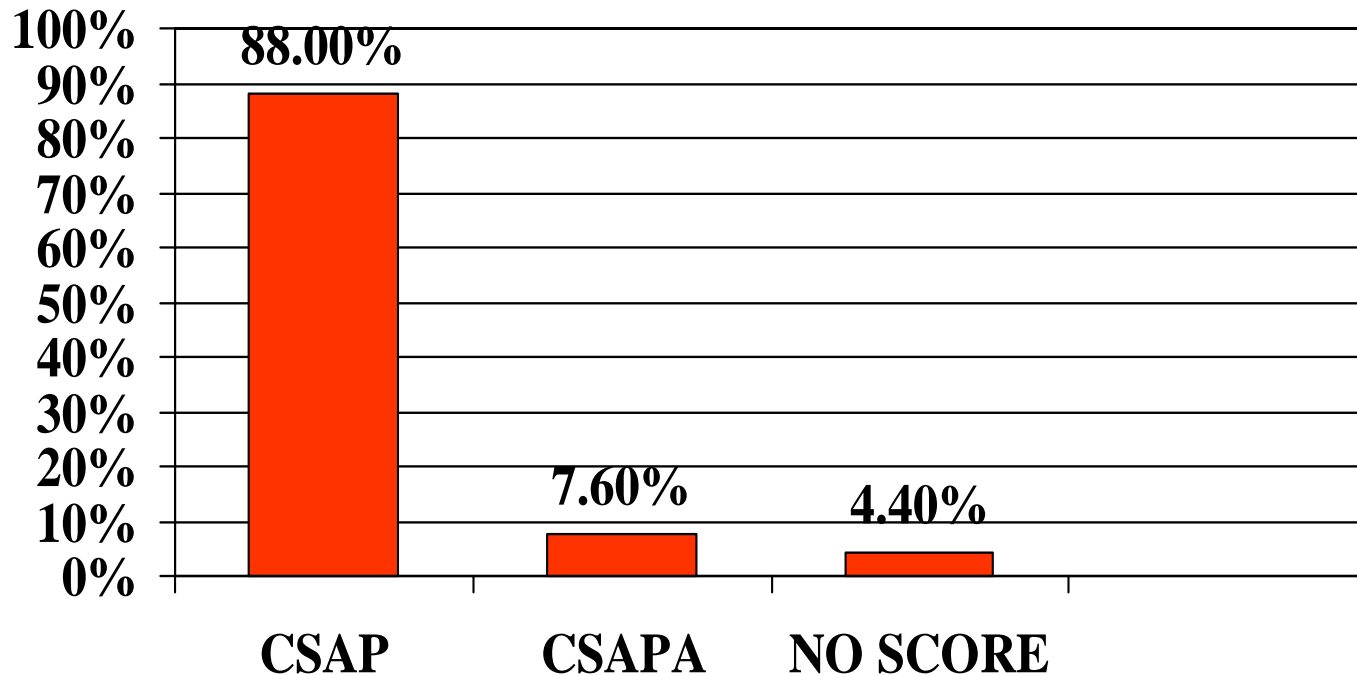
Revised 2-15-06

# Assessment Results: CSAP Reading 2001-2005 (DHH students)



# DHH CSAP Participation 2005 (Reading N=828)

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# CSAP Reading Performance Growth 2004 vs 2005

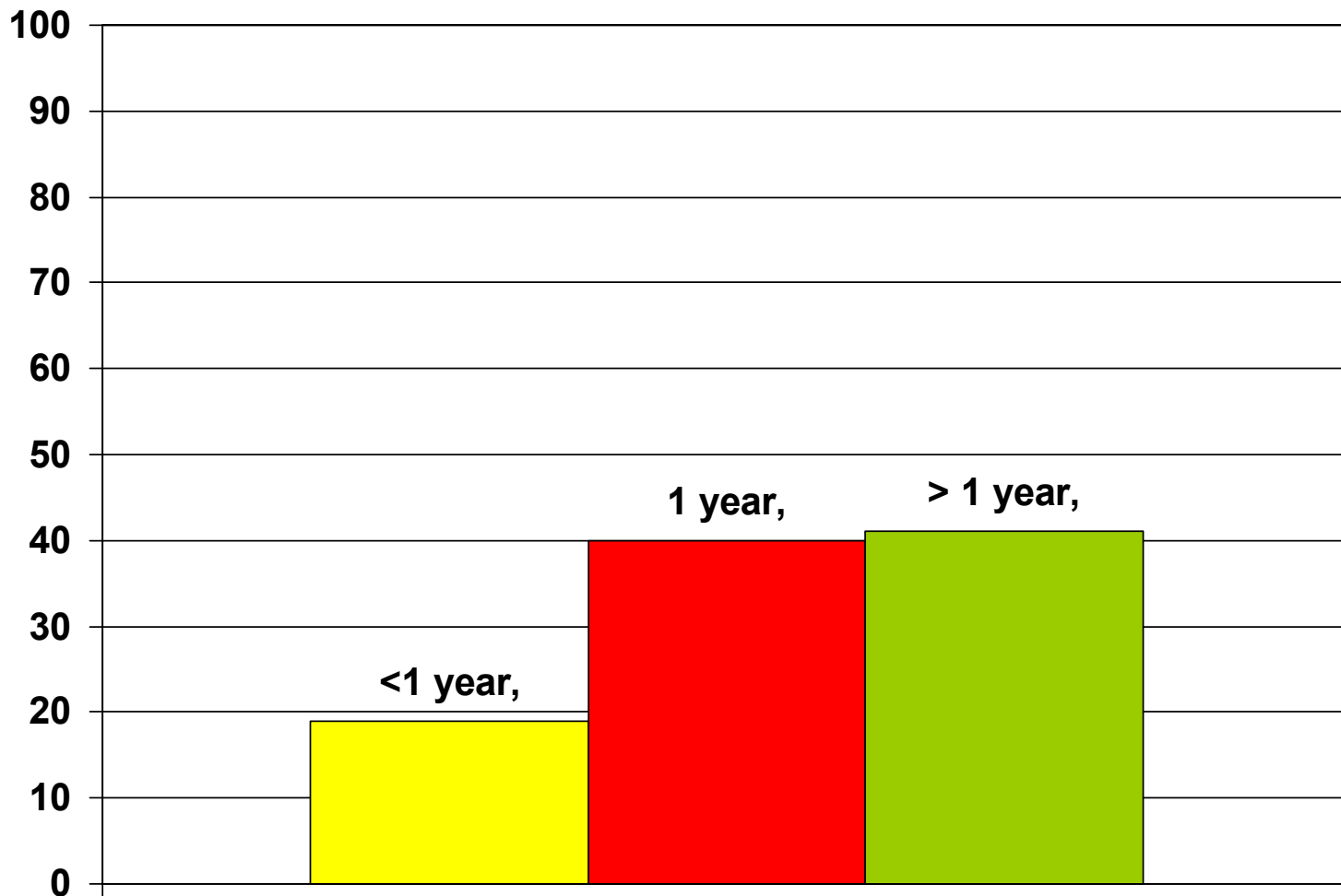
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- Reading grades 3-10
- N=751 students
- Adequate Yearly Progress or 1 years growth in 1 year
  - 40% made 1 years growth (N=301)
  - 40.8% made > 1 years growth (N=307)
  - 18.7% made < 1 years growth (N=141)
- Growth rate relatively consistent across grade levels

<b>Content Area</b>	<b>Grade</b>	<b>Unsatisfactory</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Reading</b>	<b>3</b>	<b>150-465</b>	<b>466-525</b>	<b>526-655</b>	<b>656-795</b>
	<b>4</b>	<b>180-516</b>	<b>517-571</b>	<b>572-670</b>	<b>671-940</b>
	<b>5</b>	<b>220-537</b>	<b>538-587</b>	<b>588-690</b>	<b>691-955</b>
	<b>6</b>	<b>260-542</b>	<b>543-599</b>	<b>600-695</b>	<b>696-970</b>
	<b>7</b>	<b>300-566</b>	<b>567-619</b>	<b>620-715</b>	<b>716-980</b>
	<b>8</b>	<b>330-577</b>	<b>578-631</b>	<b>632-723</b>	<b>724-990</b>
	<b>9</b>	<b>350-584</b>	<b>585-641</b>	<b>642-738</b>	<b>739-995</b>
	<b>10</b>	<b>370-606</b>	<b>607-662</b>	<b>663-746</b>	<b>747-999</b>

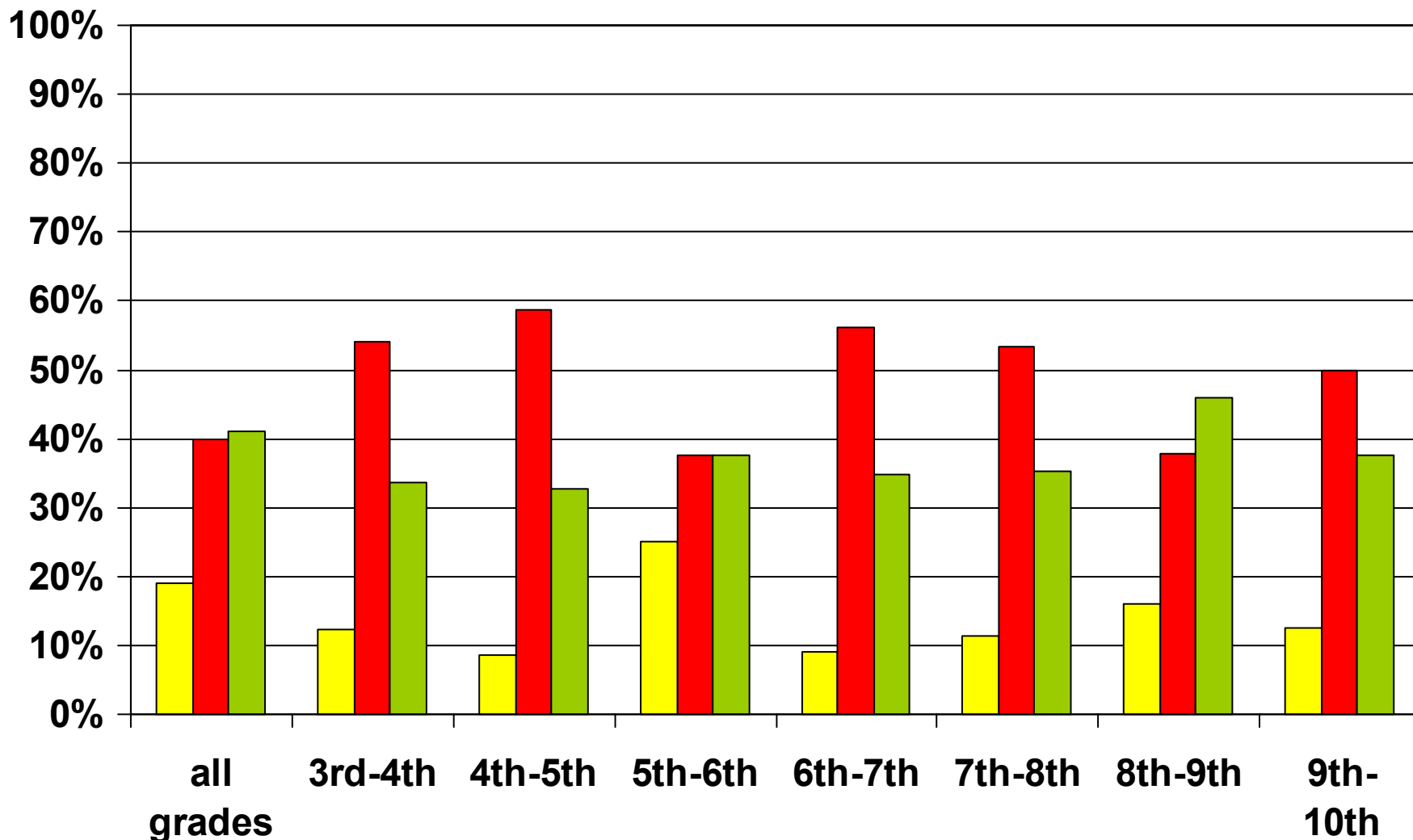
# Assessment Results: Growth CSAP Reading 2004-2005 (DHH students)

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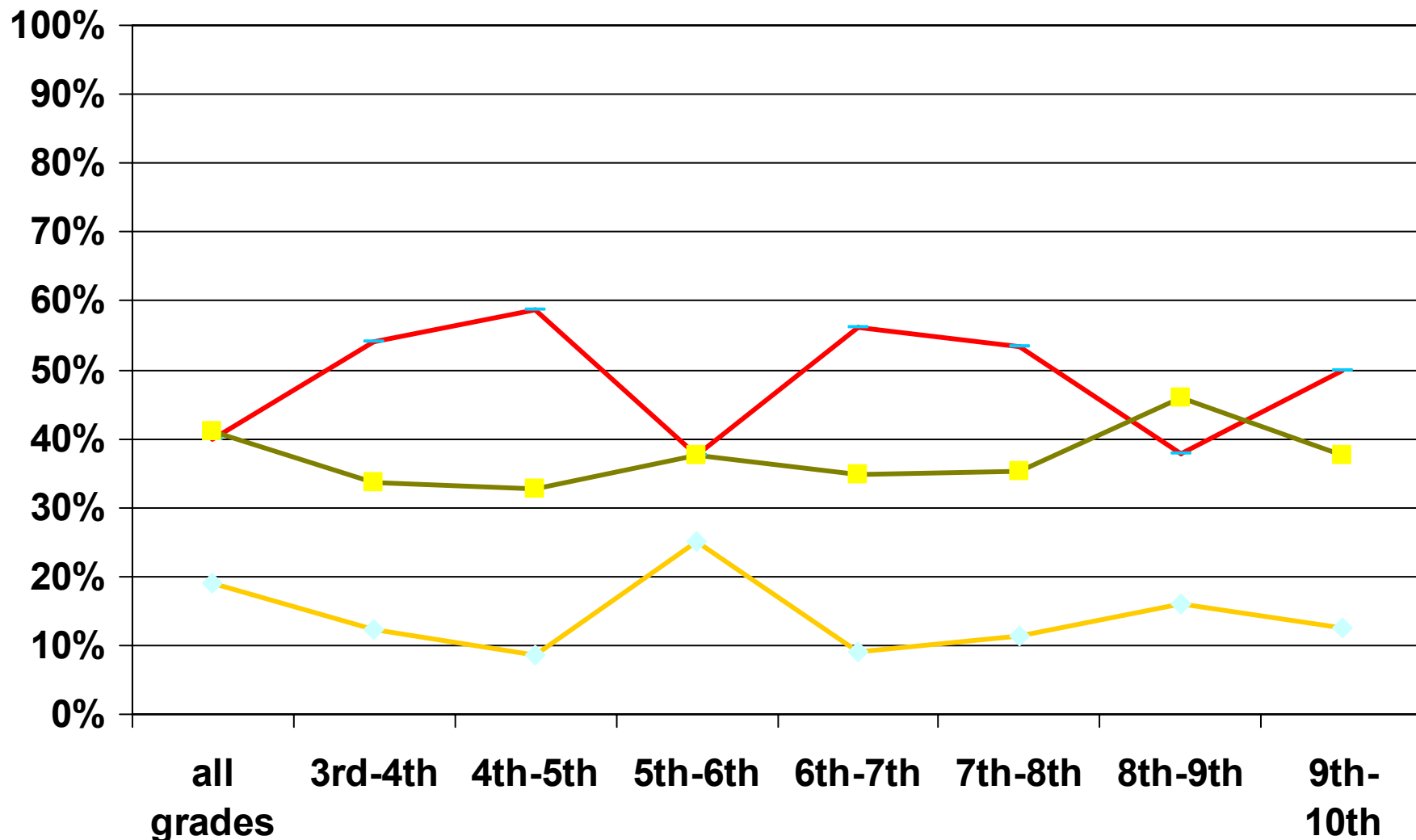
# Assessment Results: Growth CSAP Reading 2004-2005 by grade (all students)

■ <1 year ■ 1 year ■ > 1 year

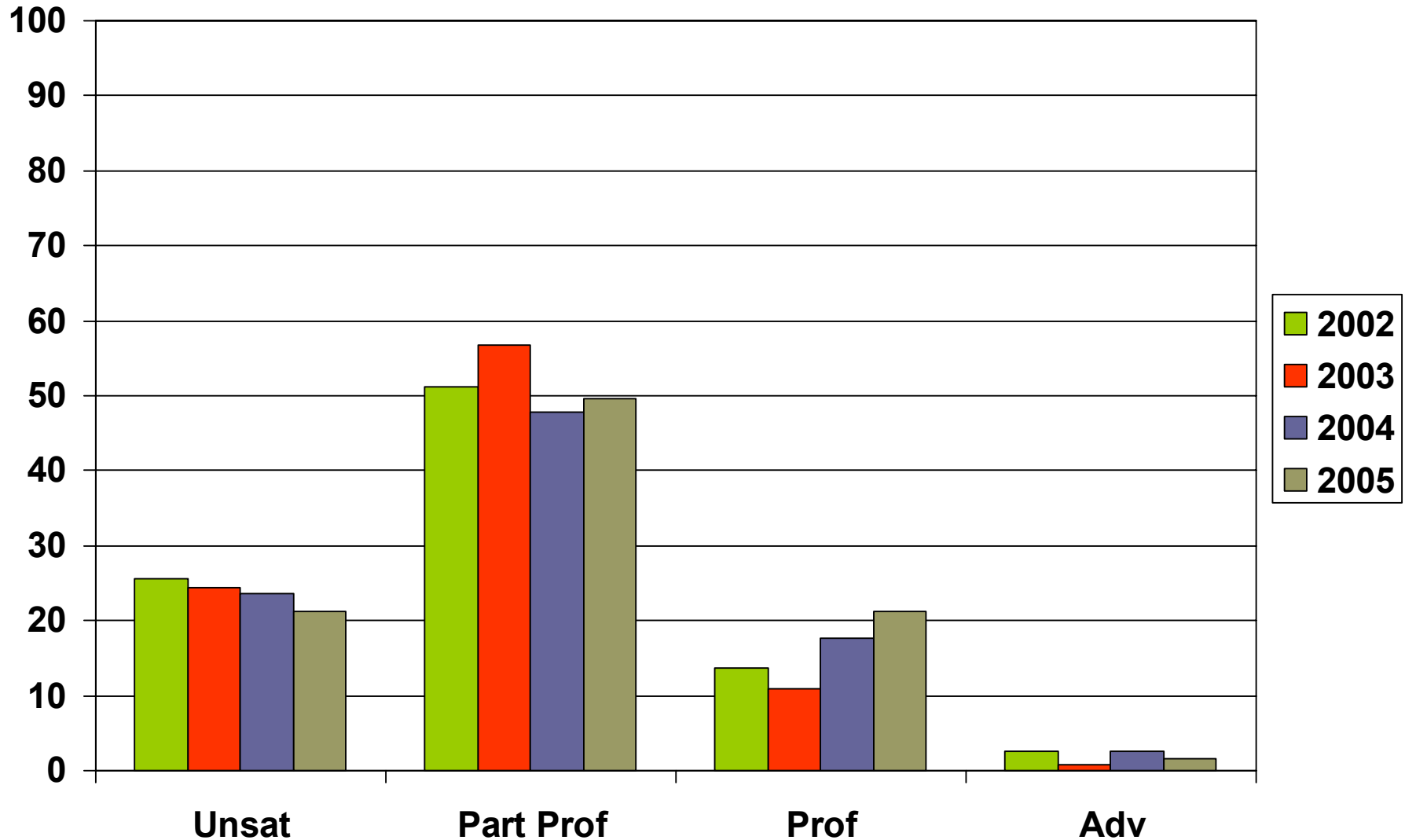


# Assessment Results: Growth CSAP Reading 2004-2005 by grade (all students)

—◆— <1 year —◆— 1 year —■— > 1 year

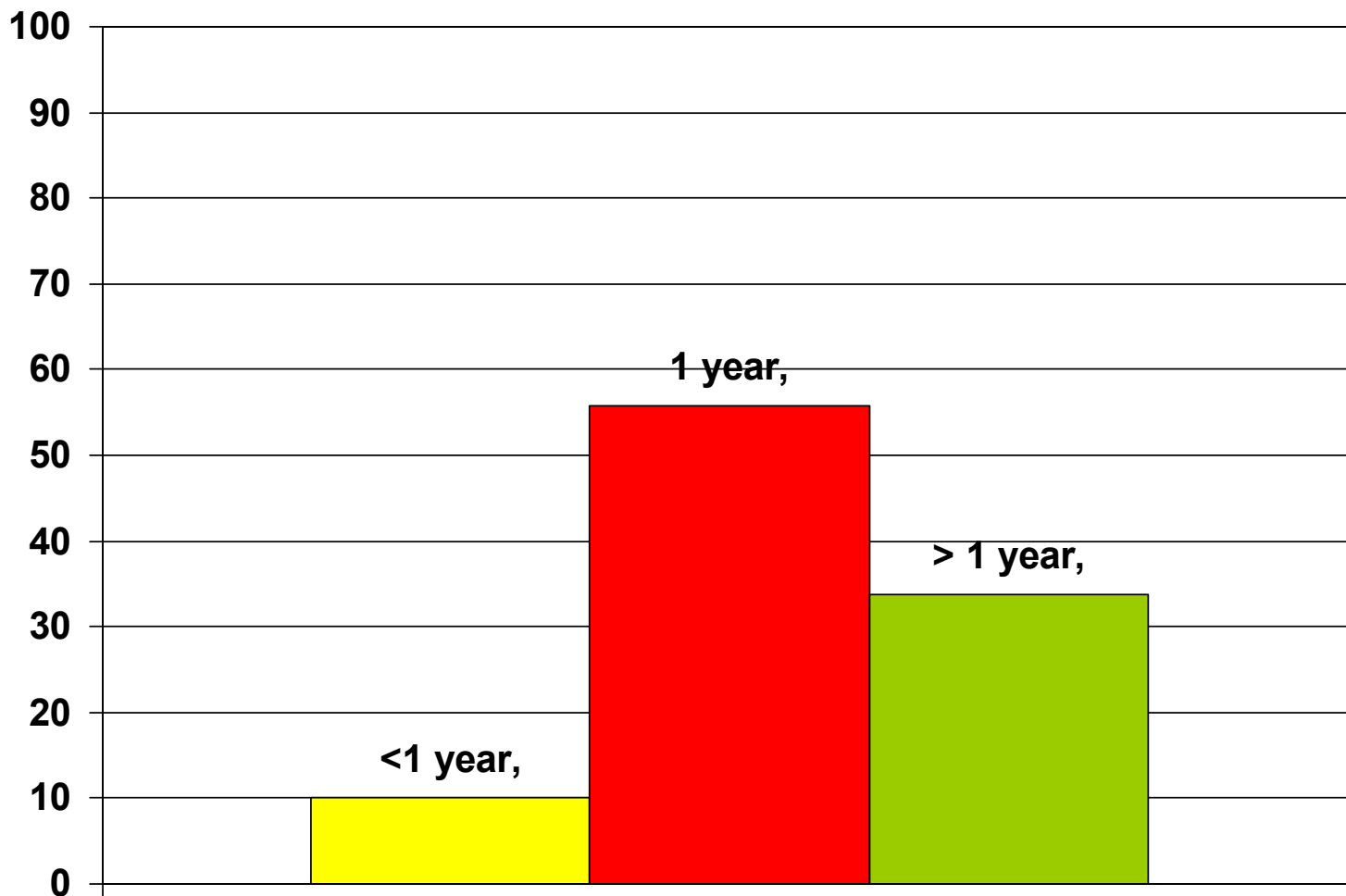


# Assessment Results: CSAP Writing 2002-2005 (DHHstudents)

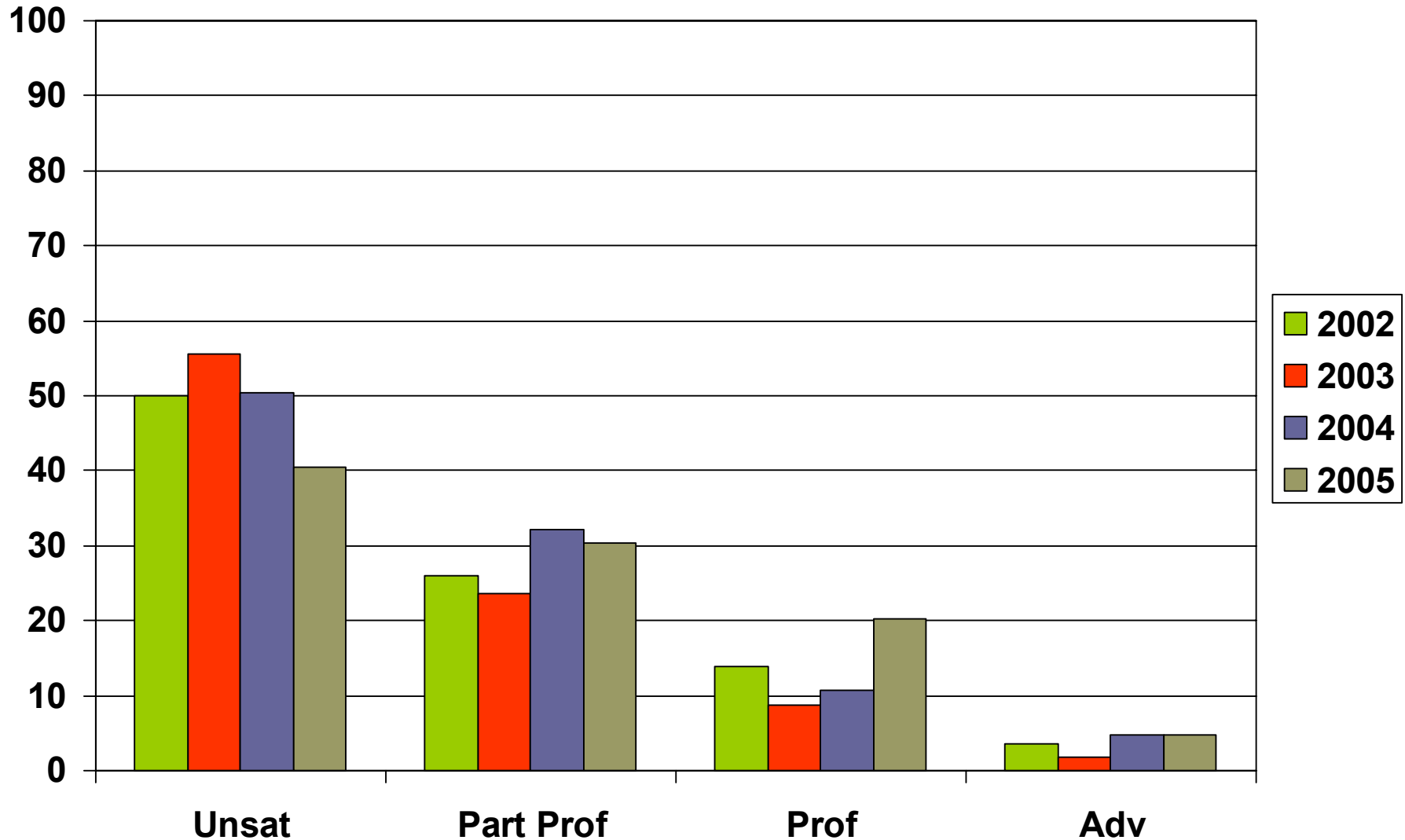


# Assessment Results: Growth CSAP Writing 2004-2005 (DHH students)

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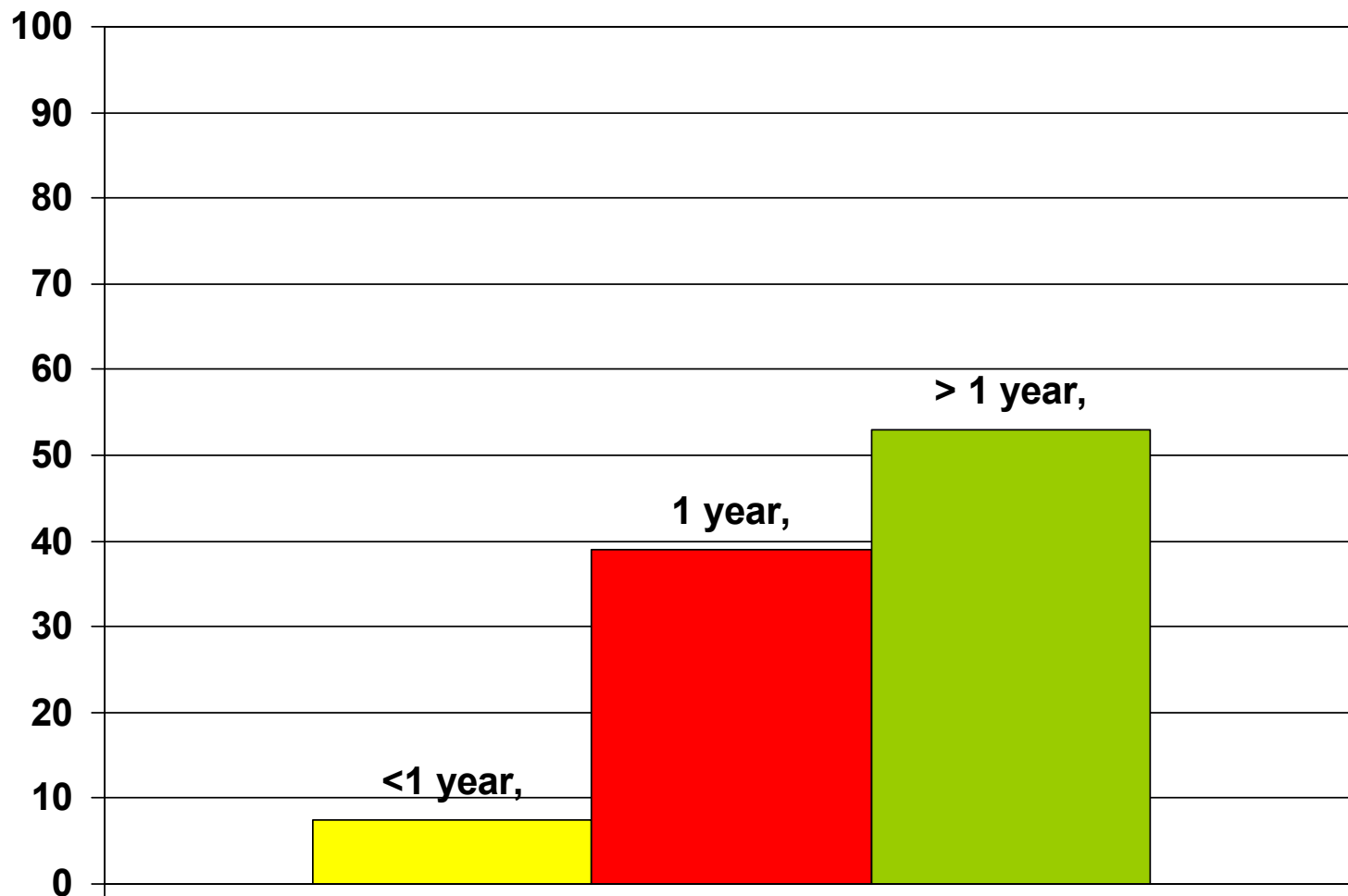


# Assessment Results: CSAP Math 2002-2005 (DHH students)



# Assessment Results: Growth CSAP Math 2004-2005 (DHH students)

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# Effect of Early Intervention Programming (Significance at .05)

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Early Intervention improved:

- Functional Assessments
  - Cognitive/Behavioral/Social
    - Thinking/Reasoning
    - Learning Style & Maintaining Attention
  - Speech Intelligibility
- CSAP
  - Reading Proficiency Level
  - Writing Proficiency Level
  - Math Score and Proficiency Level

Early Intervention did not improve:

- Speech Intelligibility

# Effect of Student Participation in Extracurricular Activities (Significance at .05)

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## Positive Impact on:

### □ Functional

#### Assessments

- Total Score
- Cognitive/Behavior/Social
- Language (receptive & expressive)
- Communication-expressive
- Physical (use of limbs)
- Speech Intelligibility

### □ CSAP

- Reading Score & Proficiency Level
- Writing Score & Proficiency Level
- Math Score
- Science Score

# Effect of Age of Identification (Significance at .05)

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Early Identification improved

## □ Functional Assessments

- Total Score
- Communication - expressive
- Physical
- Language – receptive & expressive
- Speech Intelligibility

## □ CPQ

- Understanding teacher
- Understanding student

# Effect of Communication Mode:

## Spoken vs Spoken & Sign (Significance at .05)

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**Spoken only group performed better in:**

### □ **Functional Assessments**

- Total Score
- Communication – receptive & expressive
- Language - receptive & expressive
- Speech Intelligibility

### □ **CPO**

- Understanding Teacher
- Understanding Students

### □ **CSAP**

- Writing Score & Proficiency Level

# Effect of Service Delivery Level

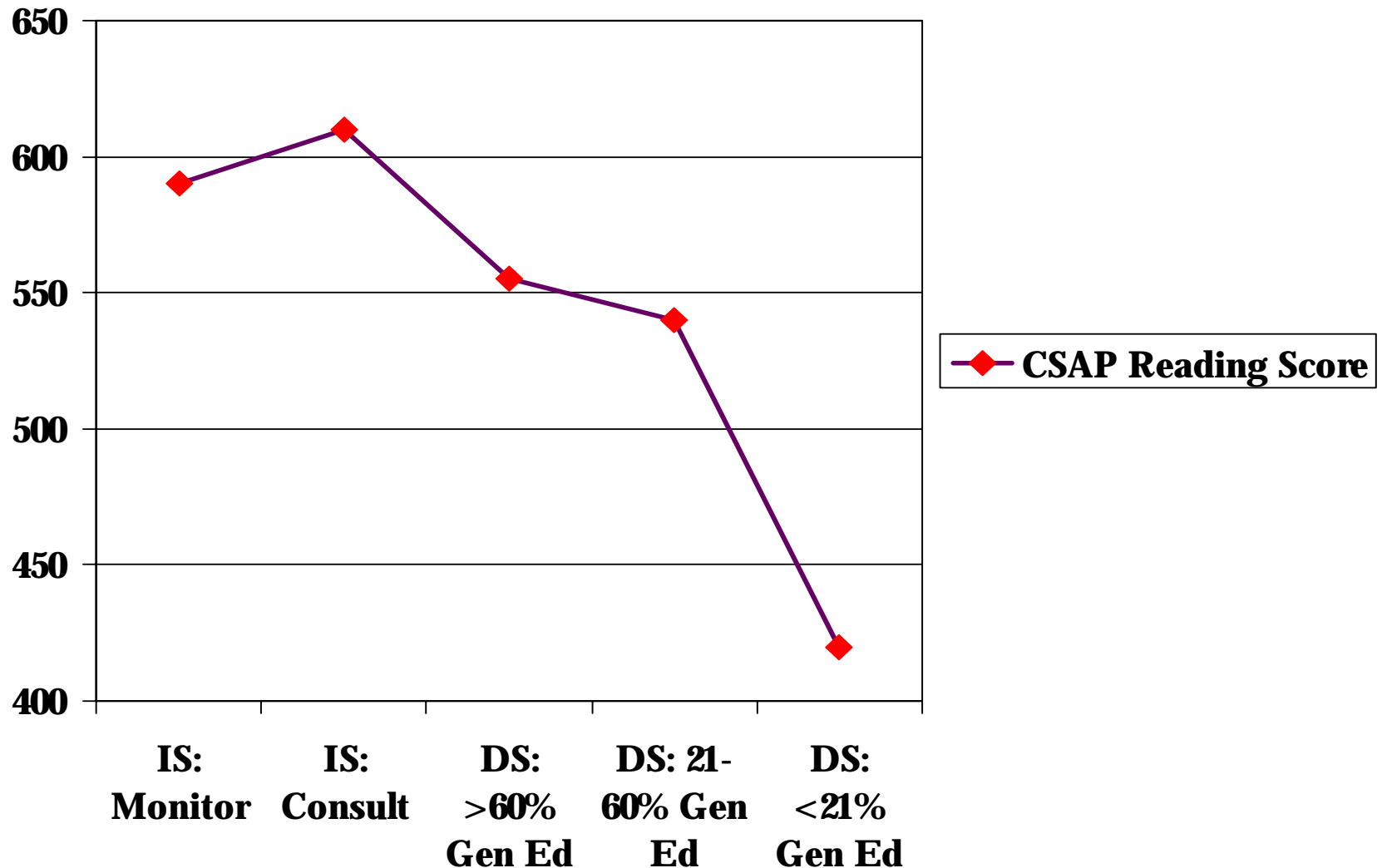
## (Significance at .05)

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Strong correlation between performance and level of service

- Functional Assessments
  - All areas except Physical
- Classroom Participation Questionnaire
  - Understanding Teacher
  - Understanding Student
  - Negative Effect
- CSAP
  - Reading score and Proficiency Level
  - Writing score and Proficiency Level
  - Math score and Proficiency Level
  - Science score

# Comparison of CSAP Reading Score to Level of Service



# Effect of Participation in Free/Reduced Lunch Program (Significance at .05)

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## Negative Impact on all Functional Assessments

- ❑ Cognitive/Behavioral/Social
- ❑ Communication
- ❑ Physical
- ❑ Language
- ❑ Speech Intelligibility
- ❑ Audition
- ❑ Classroom Participation Questionnaire – Negative Effect

## Negative Impact on CSAP

- ❑ Reading Proficiency Level
- ❑ Writing Score & Proficiency Level
- ❑ Math Score & Proficiency Level

# Summary: Preliminary Thoughts

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- Strong Effects on Outcomes-Prioritized
  - Early Intervention
  - Extra-curricular activities
  - Age of identification of HL
  - Spoken language
  - Degree of HL
  - Free reduced lunch as detriment to performance
- Level of service matches student needs
  - Colorado ranks 2nd in rate of inclusion for DHH students (64.4%, 2003-04 school year)
- More analysis of data needed to sort out affects