



***FOCUS ON LAKEPORT* STUDENTS
WITH DISABILITIES:
EXAMINING SELF, SCHOOL AND PARENTAL SUPPORT***

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*The name of the school district was changed to *Lakeport* for confidentiality reasons.

CLOSING THE ACHIEVEMENT GAP FOR STUDENTS WITH DISABILITIES

LCS District Goals

- ✧ Increase student achievement
- ✧ Close socio-economic, ethnic and disability gaps in student achievement
- ✧ Build hope, trust, and respect with our Community

Research Questions

1. To what extent are disability status and family background related to adolescent academic achievement?
2. Do adolescents' perceptions of self and family predict academic achievement after taking into account disability status and family background?

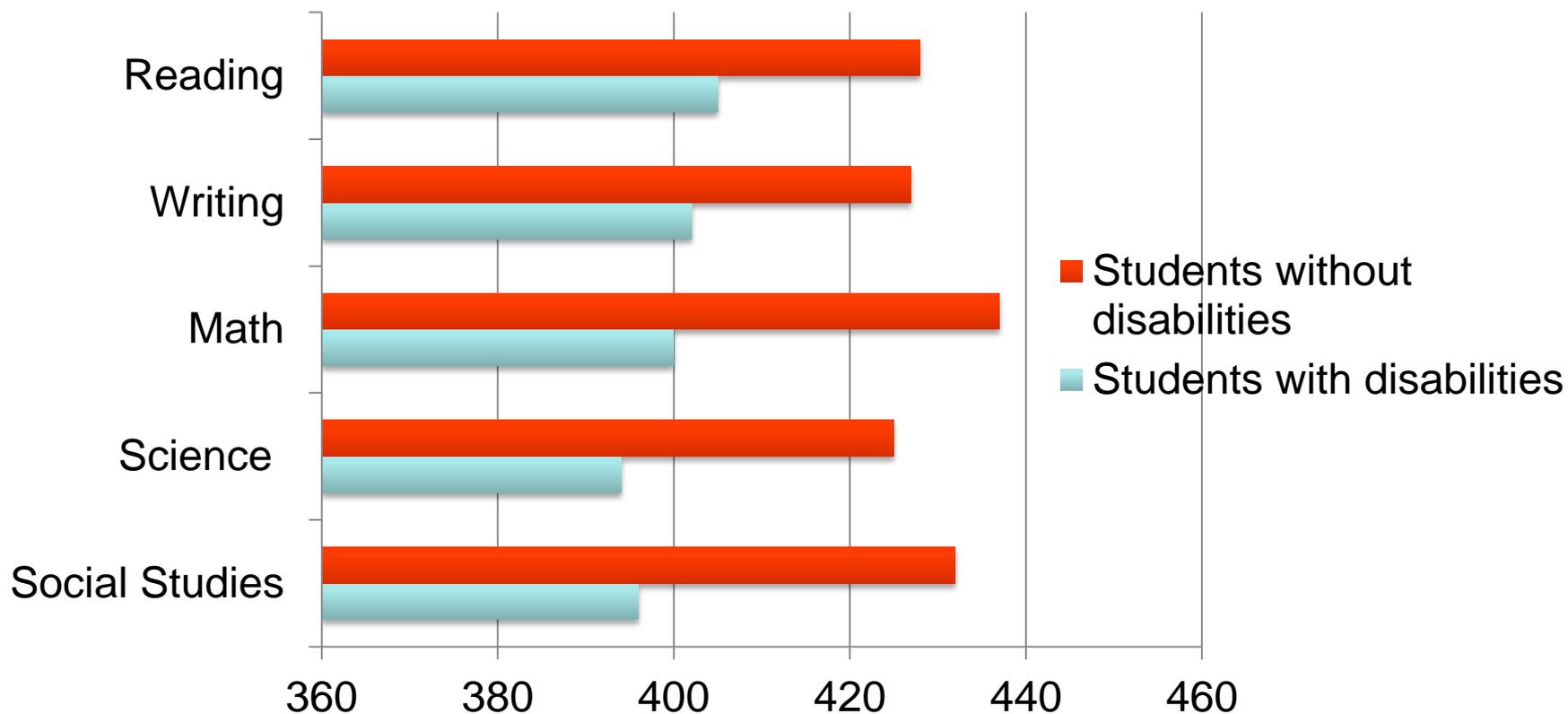
Study Sample (N = 926)

- ✧ 10th Grade students 2009-2013
- ✧ Gender: 52% female, 48% male
- ✧ Disability Status: 14% identified disability
 - Categories: Specific Learning Disability (68), Other Health Impairment (19), Cognitive Disability (18), Speech Impairment (5), Emotional Disturbance (4), Autism (3), Hearing Impairment (2), Visual Impairment (1), 504 Plan (12)
- ✧ Socio-economic Status: 50% free or reduced lunch
- ✧ Minority Status: 21% students of color

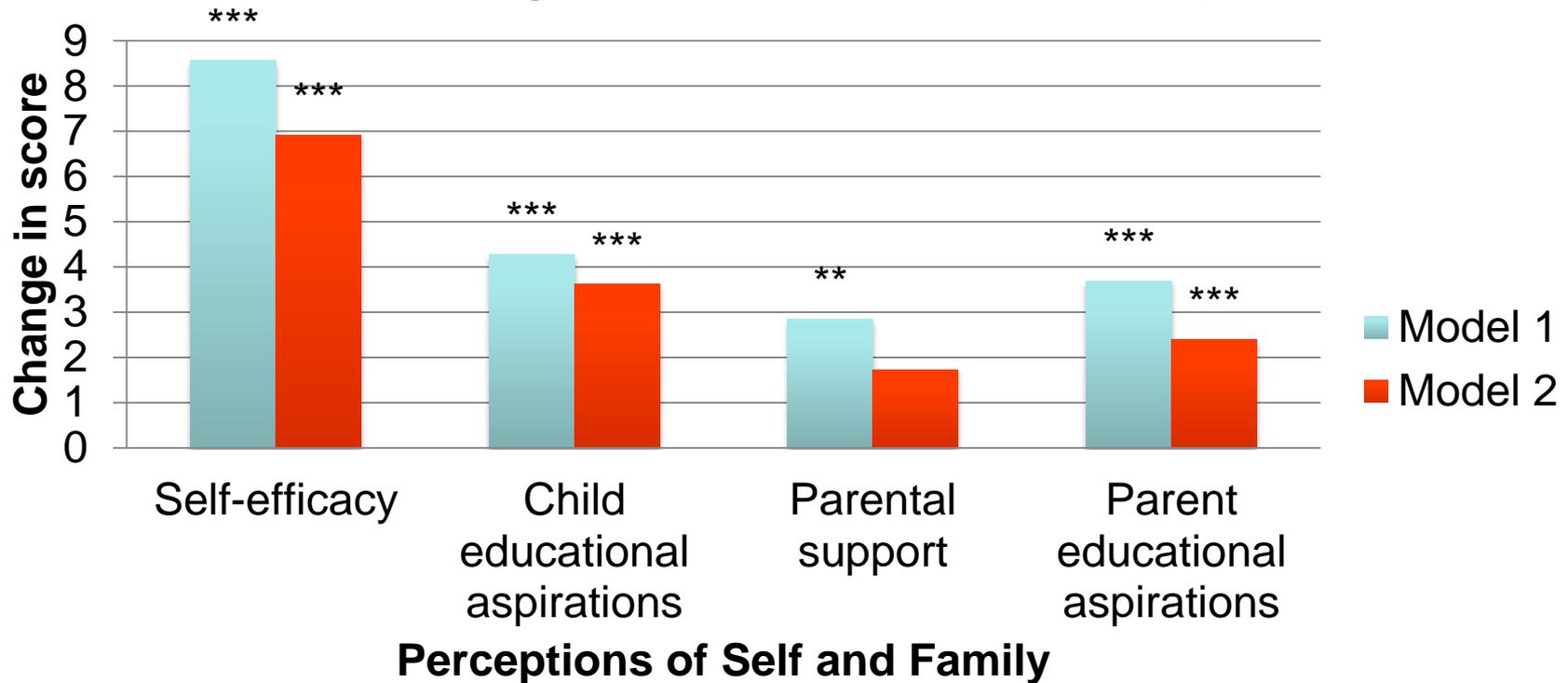
Variables of Interest

- ✧ Academic achievement: 10th Grade OGTs
- ✧ Academic self-efficacy: belief that one can successfully achieve at a designated level on an academic task or attain a specific academic goal
- ✧ Educational Aspirations
 - What level of education would you like to receive?
 - What level of education do you think your mother/father would like you to receive?
- ✧ Parental support to do well in school

Disability Gaps in Student Academic Achievement



Reading Achievement (10th Grade)



Notes

1. Model 1 shows the unit change in Reading Score due to a one-unit change in perceptions of self/family.
2. Model 2 shows the unit change in Reading Score due to a one-unit change in perceptions of self/family after controlling for Disability, Race/Ethnicity, Gender, and Disadvantage.
3. An asterisk(s) at the top of a bar indicates that a statistically significant relationship exists between the variables: *p<.05, **p<.01, ***p.<001.

Findings

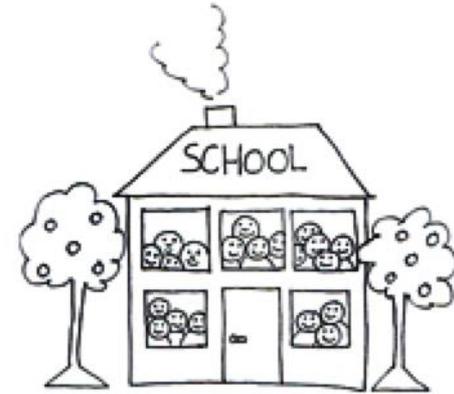
Disability status and family background are important predictors of academic achievement, however, factors such as a student's

- ✧ sense of academic self-efficacy,
- ✧ educational aspirations, and
- ✧ perceptions of parental support



have a unique role to play in determining his or her academic success.

Other Notable Findings



Although students without disabilities (SWOD) rated themselves significantly higher on:

- ✧ self-esteem
- ✧ hope
- ✧ academic self-efficacy

Students with disabilities (SWD) provided significantly higher ratings on **school climate**, indicating more positive perceptions of teachers and their school.

Differences in Perceptual Measures

Self-Perceptions:

1. Self-Esteem

(10 Questions)

2. Hopefulness

(10 Questions)

3. Academic Self-Efficacy

(7 Questions)

School-Based Perceptions:

1. School Climate

(29 Questions)

2. Attitude towards School

(20 questions)

3. School Connectedness

(10 questions)

Initial Data: Student with Disabilities

Assigned Disability	Wave 4 #
Autism	1
Cognitive Disability	25
Emotional Disturbance	6
Hearing Impairment	1
Multiple Handicap	4
Other Health Impairment	19
Speech Impairment	3
Specific Learning Disability	55
Visual impairment	1

Research Questions:

- There would be group differences on all 6 surveys for Disability, Gender and Grade level with the expectation that:
 - **Disability:** SWOD > SWD.
 - **Gender:** Not sure whether G>B or B>G.
 - **Grade level:** hierarchical grade (G7-12) differences with older children being more realistic. Does realistic result in higher or lower mean scores?

Results: Self-Perception comparisons for Disability, Gender and Grade

- Good sample sizes for W1-5 = 15 comparisons
 - Wave 1 = 860/114 to Wave 5 = 574/47
- **Self-Esteem** (4/15)
- **Hopefulness** (2/15)
- **Academic Self-Efficacy** (2/15)
- Very few significant differences = Good result
 - SWOD > SWD
 - G > B
 - Grade = 8 > 9 > 10 > 12 > 11

Discussion of Self-Perception Results

- Not as expected, but what was expected?
- Considered positive aspect as children were answering based on their perceptions of themselves – rather than relative to peers.
- May be there is over-inflation, but cannot be group-specific.
- Role of the teachers?

Results: School-based Perceptions

- Lots more significant differences!!
- **Attitude toward School (11/15)**
 - Disability 2 & 2; 5 = G>B; Grade (2) = no pattern
- **School Connectedness (10/12)**
 - Disability 2 & 2; 2 = G>B; Grade (4) = no pattern
- **School Climate (11/15)**
 - SWD>SWOD (4/5); 2 & 2; Grade (3) = no pattern

Discussion of School-Based Results

- More direct comparison to other children required in these surveys.
- There were more sig differences on these three surveys across the waves than in the Self-Perception analyses.
- Trends of group differences :
 - Disability – mixed. Some SWD>SWOD!
 - Gender – G>B
 - Grade – jury is still out. Need to follow across wave for better picture.

Conclusions & Follow-on

- Non-significant results are a good thing!?
- There is a need to review the difference between middle (grade 8) and high school (grade 9) as a point of transition.
- Need to examine class setting of SWD
- Need to examine differences between disabilities

LAKEPORT EDUCATORS' RESPONSE AND DISCUSSION

1. Did any of the findings surprise you?
2. What else would you like to know about the Lakeport students in this study?
3. Are there things you would like to learn about the lives of these young people after they leave high school (e.g., % who attend college or work full time)?