DRAFT - NOT FOR Distribution

Office of Special Education:
2021 Strategic Goals for Students with Disabilities

Assistant Superintendent, Ethan d'Ablemont Burnes
Community Equity Roundtable
May 7th, 2021

Purpose of Meeting

❏ **Share DRAFT plans for the Office of Special Education**

❏ **Get Feedback from the community regarding plans for the Office of Special Education**

❏ **There will be opportunities throughout the meeting for feedback and also after the meeting**

How did we develop these draft goals?

❏ **We looked at comparative data disaggregated by race from 2009-2019 to understand areas for improvement**

❏ **We have gotten feedback from the SpEdPAC, individuals in community, Mass Advocates, Senior Equity Roundtable, Principals Cabinet and Principals**

❏ **We have integrated feedback we have gotten and look forward to integrating more!**

BPS Strategic Plan Commitments and Priorities

COMMITMENT 1 Eliminate Oppr. & Achievement Gaps	COMMITMENT 2 Accelerate Learning	COMMITMENT 3 Amplify all Voices	COMMITMENT 4 Expand Opportunity	COMMITMENT 5 Cultivate Trust	COMMITMENT 6 Activate Partnerships
1.1: policies, plans, and budgets align to OAG policy	2.1: secondary school redesign	3.1: engage youth voice in decision-making	4.1: fund all schools to meet the unique needs of high-need students	5.1: hire, support and retain diverse staff and address barriers to retaining staff of color	6.1: high-quality out-of-school time programming for all students
1.2: workforce diversity	2.2: inclusive learning opportunities	3.2: engage parent voice in district-level decision making	4.2: improve funding formulas for equitable distribution of resources	5.2: restructure central office to ensure child and family friendly services	6.2: partner with organizations on youth and skill development
1.3: curriculum bias review					
1.4: EL support and LOOK Act	2.3: well-rounded liberal arts education (arts, science, literacy, world language, P.E., health Ed., civics, athletics, and technology)	3.3: partner with families in school improvement and student learning	4.3: organizational effectiveness an excellence and define foundational academic and support services	5.3: support and hold school leaders accountable inclusive, CLSP, high-performing schools and teacher leadership	6.3: partner with organizations for student support, college readiness, dual enrollment, and early college during the school day
1.5: CLSP and Ethnic Studies					
1.6: monitor progress & OAG policy implementation -schools and central	2.4: implement universal pre-kindergarten	3.4: increase feedback systems for families to central office	4.4: implement Build BPS to ensure equitable pathways and connectors between schools	5.4: BPS a place where educators and staff want to be employed	6.4: champion college and career awareness
1.7: code of conduct implementation disproportionality	2.5: rigorous and consistent elementary learning experiences	3.5: engage teachers, staff, families, and students in school site council	4.5: central office collaboration with partners	5.5: revamp central office operations: transportation, registration, nutrition services	6.5: engage key partners in decision-making to promote year round wrap around services
1.8: health and social contributors to opportunity gaps	2.6: reduce chronic absenteeism - joyful and engaging classrooms	3.6: publicly share implementation of district's engagement standards			
1.9: support in low performing schools	2.7: safe and supportive learning spaces				
1.10: special needs student support/ inclusion/ disproportionality	2.8: comprehensive district-wide professional development plan				

OSE BPS Strategic Commitment Focus Areas

❏ **1.10: Special Needs Student Support/ Inclusion/ Disproportionality**

❏ **2.2: Inclusive Learning Opportunities**

❏ **2.8: Comprehensive Professional Development Plan**

❏ **3.2: Engage Parent voice in district level decision making**

❏ **3.4: Increase feedback systems for families to central office**

❏ **5.2: Restructure central office to ensure child and family friendly services**

❏ **5.3: Support and hold school leaders accountable for inclusive, CLSP, high-performing schools and teacher leadership**

Goals for SWD's 2021

1. Increase the academic performance of students with disabilities through improved teacher expertise.

2. Develop a special education funding and assignment system that is driven by students' level of need.

3. Increase opportunities for inclusion for all students with disabilities district-wide.

4. Create more effective programs and services for students with Emotional Impairment.

5. Increase the percentage of students with disabilities receiving services in the appropriate setting.

Goal 1: Student Performance and Teacher Expertise

1

Increase the academic performance of students with disabilities through improved teacher expertise

Rationale: Students with disabilities in BPS have achievement levels that are below grade level expectations. Only **9%** of fourth graders score at proficient or above on NAEP reading assessment. A mere 5% of eighth graders score proficient or above in NAEP reading. The rate for 4th grade math is 12% and for eighth grade math is 4%. Additionally, ELSWDs represent the lowest performing subgroup academically.

CGCS report_2019 data updates

Strategic Commitment focus Area *2.0: Accelerate Learning; 2.8 Comprehensive Professional Development Plan*

Goal 1: Student Performance and Teacher Expertise

Strategies: Student Performance and Teacher Expertise

1. IEP Quality Improvement Project - SY 2021-2022

2. Ensure teachers have professional development needed to Support Students - in all settings

3. Ensure Quality Curriculum and Materials in All Classrooms - SY 2021-2022

We need to COLLABORATE with other departments to build a strong Tier 1 and also a strong MTSS system to keep unnecessary referrals down!

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Goal 2: Develop a Need Based System

2

Develop a special education funding and assignment system that is driven by students' level of need

Rationale: We currently use a system that is based on disability type as opposed to the individual's level of need and the character and specifics of that need. This will, along with more professional development for teachers, allow us to dramatically increase the number of schools that can meet the individual needs of students with disabilities. We need to create a culture in which more students can be served at more schools, thereby allowing more students to stay in their assigned school and to be educated with their general education peers.

Strategic Commitment focus Area *2.0: Accelerate Learning; 2.8 Comprehensive Professional Development Plan*

Goal 2: Develop a Need-Based System

Strategies: Develop a Level of Need Based System

1. Examine and limit mobility for students with disabilities - SY 2021-2022

2. Restructure funding system so that it is based on Level of Need - For FY24

3. Examine special education assignment system so that it is based on level of need

Viison: Creating a more flexible special education system that is able to meet our students individualized needs so that more students are able to stay in their originally assigned school
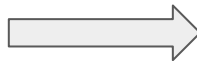
→ Supports should follow the student, the student should not have to go to supports!

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3

Increase opportunities for **inclusion** for all students with disabilities district-wide

Rationale: City, state and national data all illustrate that students with disabilities who receive services in the general education classroom have higher attendance rates, perform better in reading and math, and have higher rates of post-high school education than their peers who receive services in separate settings.
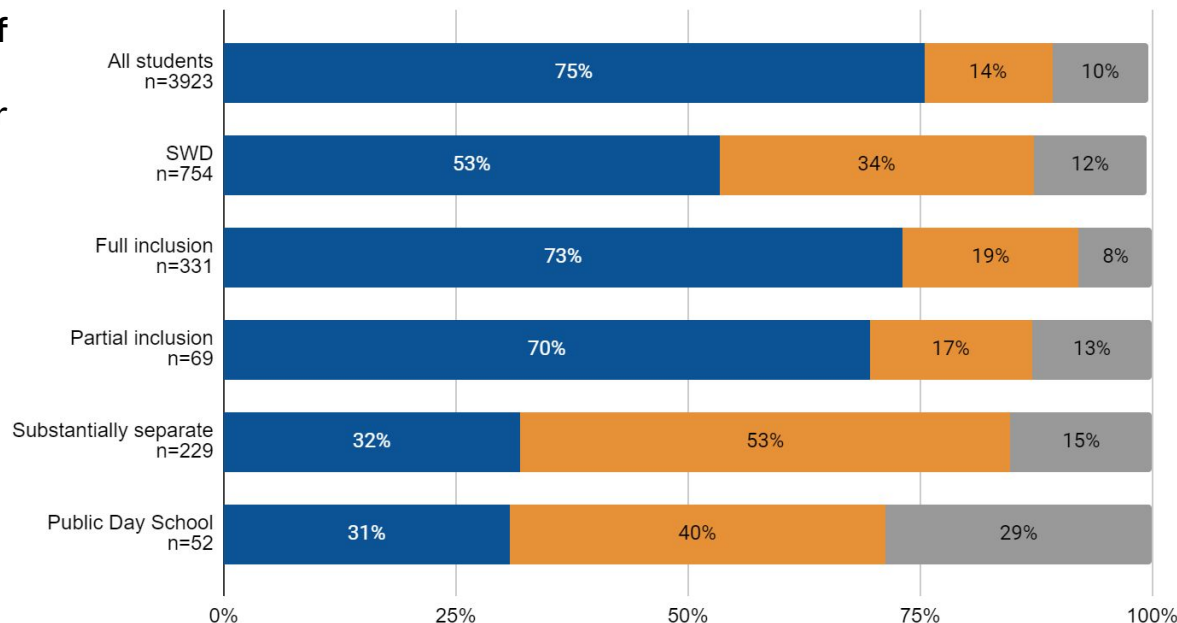
Strategic Commitment focus Area **2.2: inclusive learning opportunities**

4 year outcomes by ed. environment, 2019-2020

Percent of students who graduated, are still in school, and dropped out

For students with disabilities, **87% of students graduated or remained enrolled in school in 2019-2020.** For students in full inclusion settings, this rate increases to 92%, which is higher than the district rate of 89%.

85% of students in substantially separate placements graduated or are still in school, compared to 71% of students in public day schools.

Category	Graduated	Still in school	Dropped out
All students n=3923	75%	14%	10%
SWD n=754	53%	34%	12%
Full inclusion n=331	73%	19%	8%
Partial inclusion n=69	70%	17%	13%
Substantially separate n=229	32%	53%	15%
Public Day School n=52	31%	40%	29%

Source:
MA DESE. Excludes students enrolled in Horace Mann charter schools. Includes students in out of district special education placements. Internal analysis derives educational environment from most recent June SIMS submission.

Goal 3: Increase Inclusive Opportunities

Strategies:
Increase opportunities for inclusion for all students with disabilities

1. Ensure we have the continuum of services. We need to create more opportunities for partial inclusion. SY 2021-2022

2. Involve community in creating our inclusion vision and structures Ongoing

3. Provide skills to teachers and staff to help support students who may exhibit behavior driven by trauma

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Goal 4: Improved Supports for Students with Emotional Impairments

4

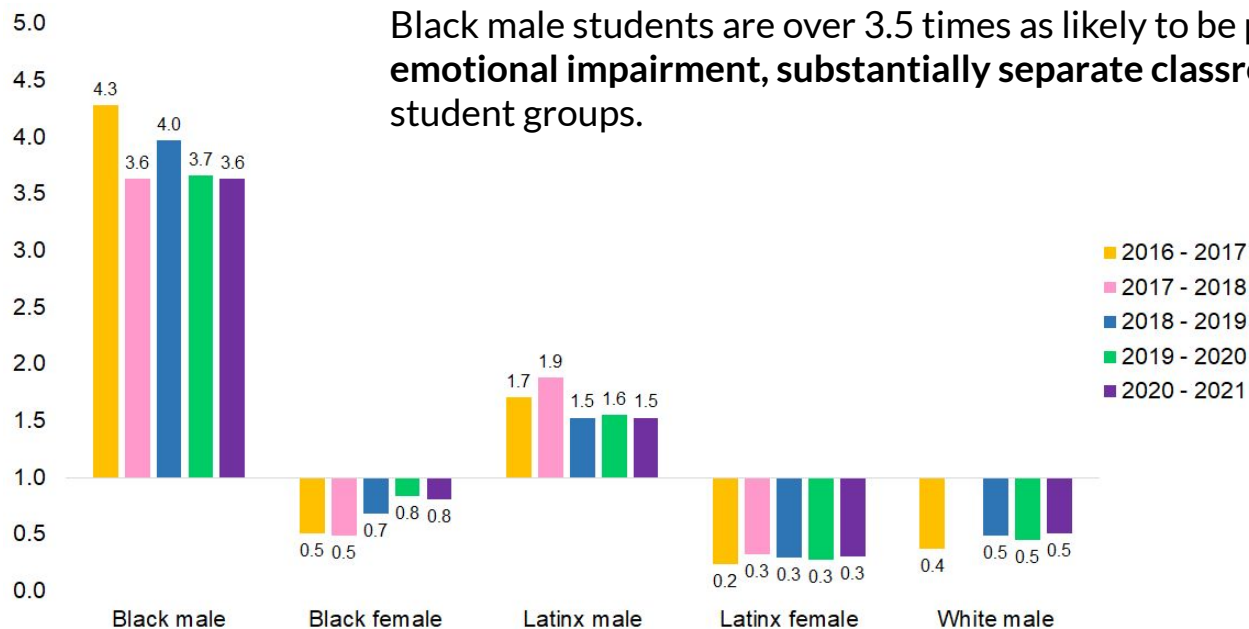Create more effective programs and services for students with **Emotional Impairment**

Rationale: 12.8% of BPS students are identified as having Emotional Impairment, compared with **4.9%** nationally and **9.6%** statewide. Further, in SY 2020-2021, Black males had a risk ratio of 3.63, meaning they are 3.63 times more likely to be in a substantially separate behavior based classroom than any other student.

Source: Aspen, as of October of each school year. Excludes students in grades K0-K1. Data is suppressed for groups < 10.

Strategic Commitment focus Area *1.10: special needs student support/ inclusion/ disproportionality*

Disproportionality in identification and placement

Black male students are over 3.5 times as likely to be placed in an **emotional impairment, substantially separate classroom** than other student groups.

Legend:
- 2016 - 2017
- 2017 - 2018
- 2018 - 2019
- 2019 - 2020
- 2020 - 2021

	Black male	Black female	Latinx male	Latinx female	White male
2016 - 2017	4.3	0.5	1.7	0.2	0.4
2017 - 2018	3.6	0.5	1.9	0.3	
2018 - 2019	4.0	0.7	1.5	0.3	0.5
2019 - 2020	3.7	0.8	1.6	0.3	0.5
2020 - 2021	3.6	0.8	1.5	0.3	0.5

Source: Aspen, as of October of each school year. Excludes students in grades K0-K1. Data is suppressed for groups < 10.

*Methodology adapted from MA DESE's risk ratio calculations for Significant Disproportionality findings. Values represent the likelihood that students in one racial/ethnic group will experience a particular outcome, compared to the likelihood that students in all other racial/ethnic groups in the district will experience the same outcome. **A value of 1.0 indicates that students across racial/ethnic groups have the same likelihood of identification and placement as other groups. A value of 2.0 indicates students in a particular group are twice as likely to experience a particular outcome.***

Graduation data - 4 year outcomes for
students identified with IE in subsep
placements; MCAS by program
Attendance by program

Goal 4: Improve Supports for Students with Emotional Impairments

1. Provide skills to schools to help support students who may exhibit behavior driven by trauma

2. Examine and strengthen referral process to emotional impairment to ensure appropriate placement

3. Involve parents and caregivers in improving programming to students with emotional impairments

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Goals 5: Ensure Appropriate Settings

5

Increase the percentage of students with disabilities receiving services in **the appropriate** setting.

Rationale: State and national comparative placement data would suggest that we have students who are not in the appropriate placement. While 32% of SWDs in Boston are in substantially separate settings, in Massachusetts and nationally it is 13%.

Source: MA DESE (district and state); NCES (national). Data as of 2017-2018 school year. Include students with disabilities ages 6-21 only.

Strategic Commitment focus Area *2.2: inclusive learning opportunities*

State and national trends in Special Education

Least Restrictive Environments: Boston, state, and national comparison
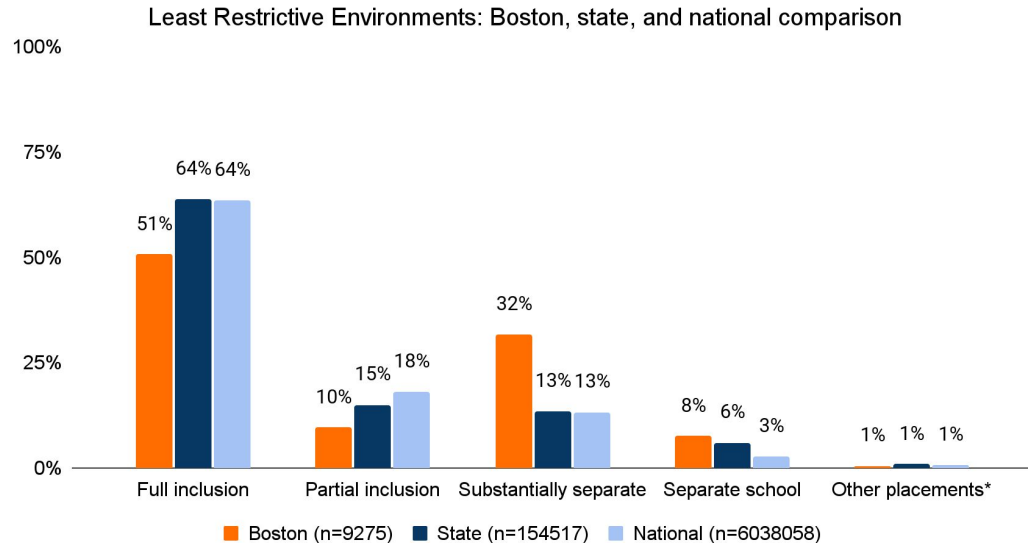
Boston Public Schools has a rate of students in substantially separate classrooms that is over **twice as high as state and national rates.**

Source: MA DESE (district and state); NCES (national). Data as of 2017-2018 school year. Include students with disabilities ages 6-21 only.

^Total enrollment is adjusted to exclude students who are parentally placed in private school or otherwise receive services only.
*Other placements category includes students in residential facilities, homebound/hospital settings, and correctional facilities. Separate schools include both public and private day schools.

State and national trends in Special Education

Percent of students in **substantially separate settings**, select Massachusetts school districts

	SY17-18	SY18-19	SY19-20	SY20-21
Boston	31.6	30.1	29.1	29.6
Brockton	26.1	27.2	27.4	26.8
Fall River	31.6	29.2	30	31.8
Lawrence	11.2	9.8	9.5	11.1
Lowell	20.2	19.7	19.3	19.5
Lynn	30	31.6	32.2	31
Randolph	26.3	18.2	22.2	20.7
Springfield	28.7	28.5	27.7	26.7
Worcester	19.8	18.6	21.1	19.2
State	13.5	13.3	13.4	13.5

Substantially separate rates, SY2020-2021
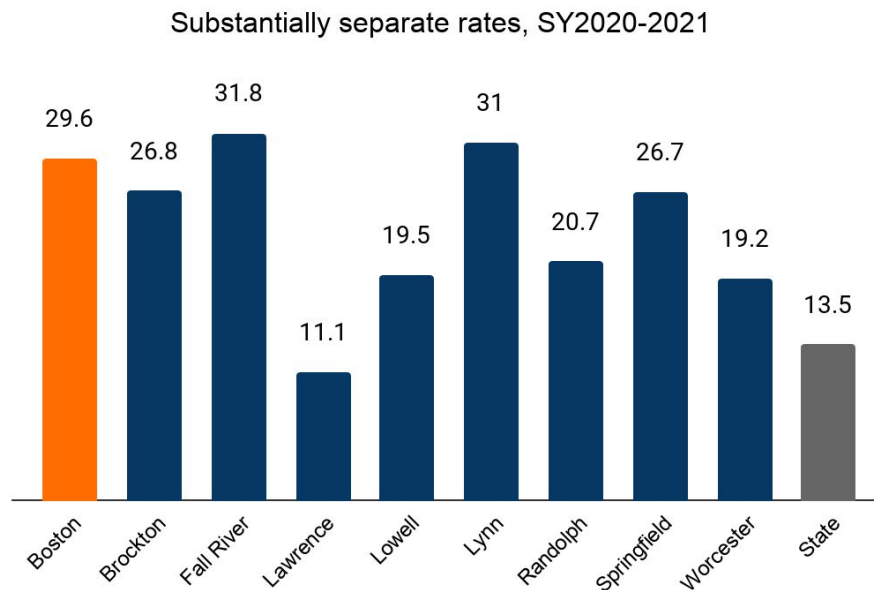
Source: MA DESE as of October 1 of each school year. Excludes students in Horace Mann charter schools. Include students with disabilities ages 6-21 only.

Goal 5: Ensure Appropriate Setting

1. Examine and strengthen referral processes by clarifying criteria to ensure appropriate placement

2. Examine mobility to track and examine where students are coming from, being referred from, and why

3. Increase IEP teams expertise to ensure that English Learners with Disabilities receive the appropriate services

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Appendix Slides

Graduation rates by educational environment

Students in **full** and **partial inclusion settings** have 4-year graduation rates that are higher than Students with Disabilities as a whole (All SWD), whereas students in substantially separate settings and public day schools have lower graduation rates.

In 2015-2016 and 2016-2017, the graduation rate of students in **full inclusion** exceeded the rate of the district overall.

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	n	% Grad	n	% Grad	n	% Grad	n	% Grad	n	% Grad
All students	4190	72.4%	4111	72.7%	4179	75.1%	4347	73.2%	3923	75.4%
All SWD	810	55.6%	785	52.4%	754	54.5%	796	54.0%	754	53.4%
Full Inclusion	279	72.8%	259	74.5%	315	70.2%	353	70.8%	331	73.1%
Partial Inclusion	179	67.6%	133	63.2%	107	67.3%	109	64.2%	69	69.6%
Sub. Separate	234	41.5%	255	33.7%	222	37.4%	205	36.6%	229	31.9%
Public Day School	56	28.6%	69	34.8%	52	23.1%	78	23.1%	52	30.8%

Source:
MA DESE. Excludes students enrolled in Horace Mann charter schools. Includes students in out of district special education placements.
Internal analysis derives educational environment from most recent June SIMS submission.