

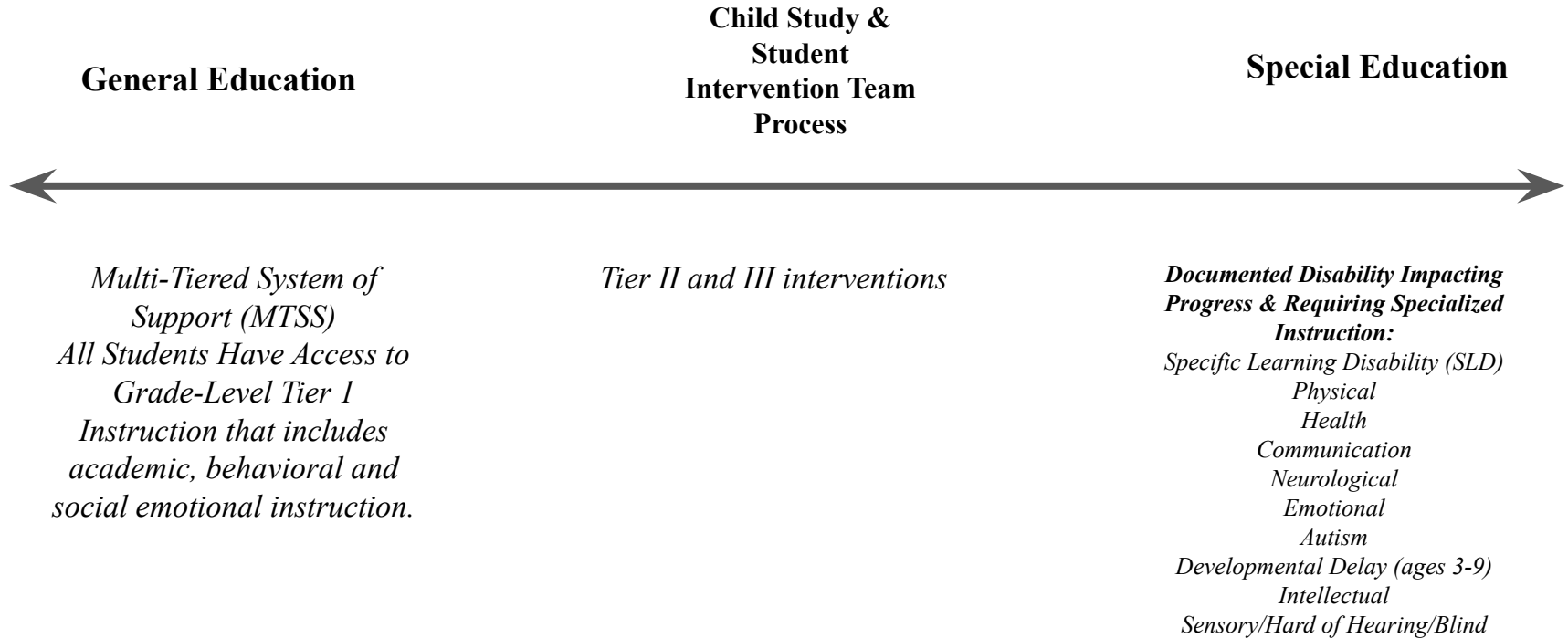


PUBLIC SCHOOLS of
BROOKLINE

Office of Student Services - A Focus on Disproportionality: April 27, 2023



A Learning Continuum



I.D.E.A. and Disproportionality

Individuals with Disabilities Education Act (IDEA) requires that states determine disproportionality (34 C.F.R. §300.647(b)) with respect to:

- Identification of children as students with specific disabilities
- Consider risk ratio for significant disproportionality in special education based on race and ethnicity (DESE established risk ratio is 4.0 or *3.0 for three consecutive years*)
- Student placement in specific educational settings
- Disciplinary actions taken (including the incidence, duration, and type), for both suspensions and expulsions

Department of Elementary & Secondary Education (DESE) Data Collection Procedures

- DESE defines race and ethnicity categories through SIMs data management system (Black/African American, Hispanic, White, Asian, Multi-Race/Non-Hispanic)
- DESE establishes October 1 data submission to review for Disproportionality
 - This includes requirements for special education identification with regard to race and ethnicity over time.
 - [Disproportionality Flagging Rules by the State](#)

Year by Year Summary of DESE Determination for Disproportionality

This data is a roll up of race, ethnicity, and different eligibility categories

YEAR	Determination	DESE Risk Ratio Threshold of 4.0
FY19	At Risk	3.71
FY20	At Risk	3.23
FY21*	At Risk	3.70
FY22	Identified	3.30
FY23	TBD (July determination)	3.02 (2.99)

*DESE exempted all schools from the risk ratio due to pandemic

Office of Student Services (OSS) Action Steps

Response to DESE Finding of Disproportionality

1. Determined mandatory allocation of IDEA B funds (\$334,982)
 - Complete comprehensive coordinated early intervening services (CCEIS) data report to DESE
2. Initiated a Disproportionality Study Group across schools
3. Initiated and completed an **internal audit** regarding DESE data collection & submission
 - Aspen Data
 - SIMs Data
 - Edwin Analytics
4. Completed an internal **case study review** (*a sampling*)

Action Step #1

Addressing Fiscal Requirements

Mandatory Allocation of Significant Disproportionality Funds (\$347,411.00)

- New Teacher Center (MTSS and Pre-Referral Training)
- mCLASS, K-2
- Minority Student Achievement Network (MSAN)
- Calculus Project Consortium

Action Step #2

Disproportionality Study Group

With Appreciation:

- Michael Lovato, Interim Director of Brookline High School Special Education
- Nadene Moll, Director of Elementary Special Education
- Samantha Bracy, Director of Elementary Special Education
- Kristen Beaupre, Out-of-District Coordinator
- Maria Letasz, Director of Clinical Services
- Matthew DuBois, Assistant Director of Clinical Services
- Patricia Laham, Coordinator of Health and Nursing
- Malcolm Cawthorne, Director of METCO Programming
- Kendell Jones, PK-8 Coordinator of METCO Services
- Gabe McCormick, Senior Director of Teaching and Learning
- Tham Tran, Finance Manager, Office of Student Services
- Joanne Shaughnessy, Computer Applications Specialist
- Jenee Uttaro, Senior Director of Educational Equity
- Grace Wissman, Interim Deputy of Teaching and Learning

Action Step #3: Review of FY 2022 Race/Ethnicity Data

Data ending on October 1, 2021

Total Enrollment: 6,990

DESE Race Categories	% of Students in PSB	% of Students in PSB <u>with an IEP</u>	DESE Risk Ratio Threshold of 4.0
African American/Black	6.4% 434 Students	36.2% 157 Students	2.30
Asian	19.5% 1378 Students	9.1% 126 Students	.48
Hispanic	11.4% 751 Students	28.5% 214 Students	1.82
White	51.2% 3,588 Students	16.2% 583 Students	.87
Multi-Race, Non-Hispanic	11.4% 749 Students	14.5% 110 Students	.85

Action Step #3: Projecting FY23 Race/Ethnicity Data

Data ending on October 1, 2022

Total Enrollment: 7,060

DESE Race Categories	% of Students in PSB	% of Students in PSB <u>with an IEP</u>	DESE Risk Ratio Threshold of 4.0
African American/Black	6.4% 483 Students	35.6% 172 Students	1.94
Asian	20.7% 1612 Students	8.1% 132 Students	.35
Hispanic	11.3% 891 Students	28.4% 262 Students	1.62
White	49.9% 3864 Students	17.4% 676 Students	.44
Multi-Race, Non-Hispanic	11.6% 864 Students	15.6% 135 Students	.77

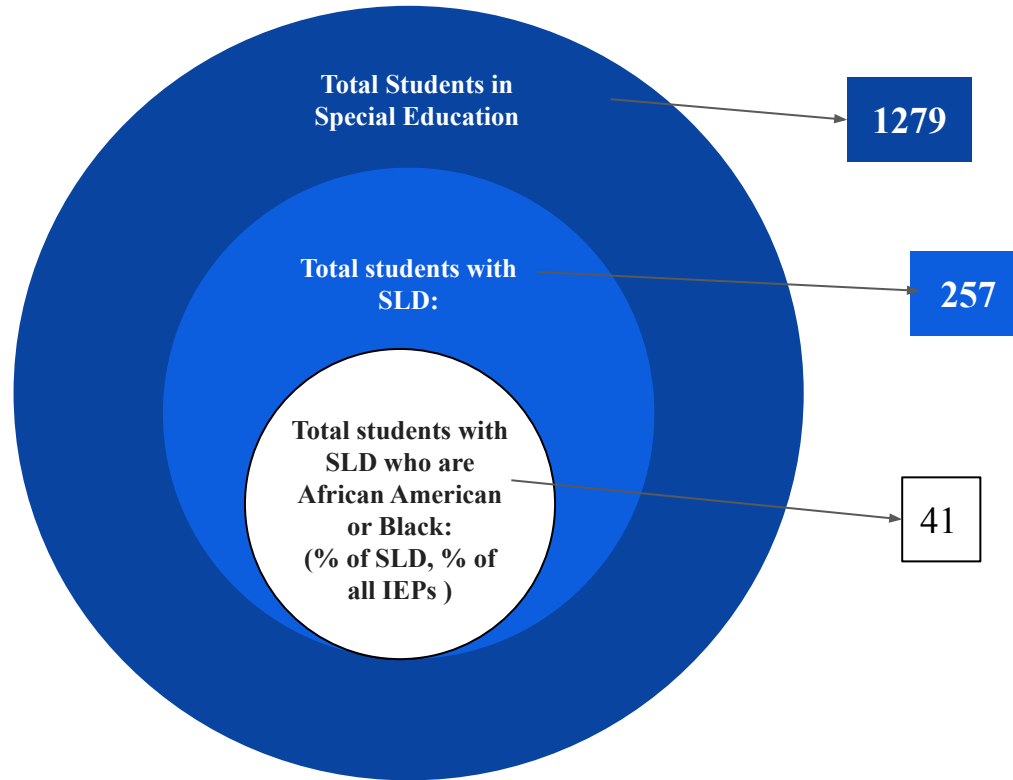
Action Step #3: Projecting FY 2023 Disproportionality Data

Data ending on October 1, 2022

DESE Race Categories	Specific Learning Disability	Communication	Health	Autism	Emotional	Intellectual
African American/Black	3.02	1.96	2.03	1.43	1.96	2.23
Asian	.05	.4	.2	1.05	.27	.11
Hispanic	1.76	2.28	1.70	1.51	2.64	1.29
White	1.27	.74	1.18	.76	1.07	2.99
Multi-Race Non-Hispanic	1.56	.87	1.90	.49	1.60	NA

Projecting a DESE Finding for FY23

**Total Students
at PSB = 7,060**



Action Step #4

Case Study Conclusions

- Lack of coordinated pre-referral practices within Child Study & Student Intervention Teams
- Varied interpretation of formal and informal assessment data
- Varied eligibility diagnoses
- Guiding principle of Least Restrictive Environment (LRE) not considered
- Limited general education options to address skill gaps (*as an alternative to special education eligibility*)

Challenges to Addressing Significant Disproportionality

1. Internal audit conclusions

- a. Additional procedures required for data collection and submission
 - i. Additional updating for eligibility diagnoses
 - ii. Quality control for data protocols required

2. Case review conclusions

- a. Routinized pre-referral procedures for Child Study and Student Intervention Teams required
- b. Continued professional development for interpretation of formal & informal assessment data required
- c. Continued professional development for implicit bias training required
- d. Increase GenEd programming options for students with skill gaps

Solutions to Addressing Significant Disproportionality

1. Enhance data collection and submission procedures
2. Establish consistent district-wide pre-referral practices & procedures
3. Clarify interventions and supports prior to special education referral
4. Determine increased oversight and interpretation of screener data
5. Align strategic planning goals that continue to provide professional development for staff learning

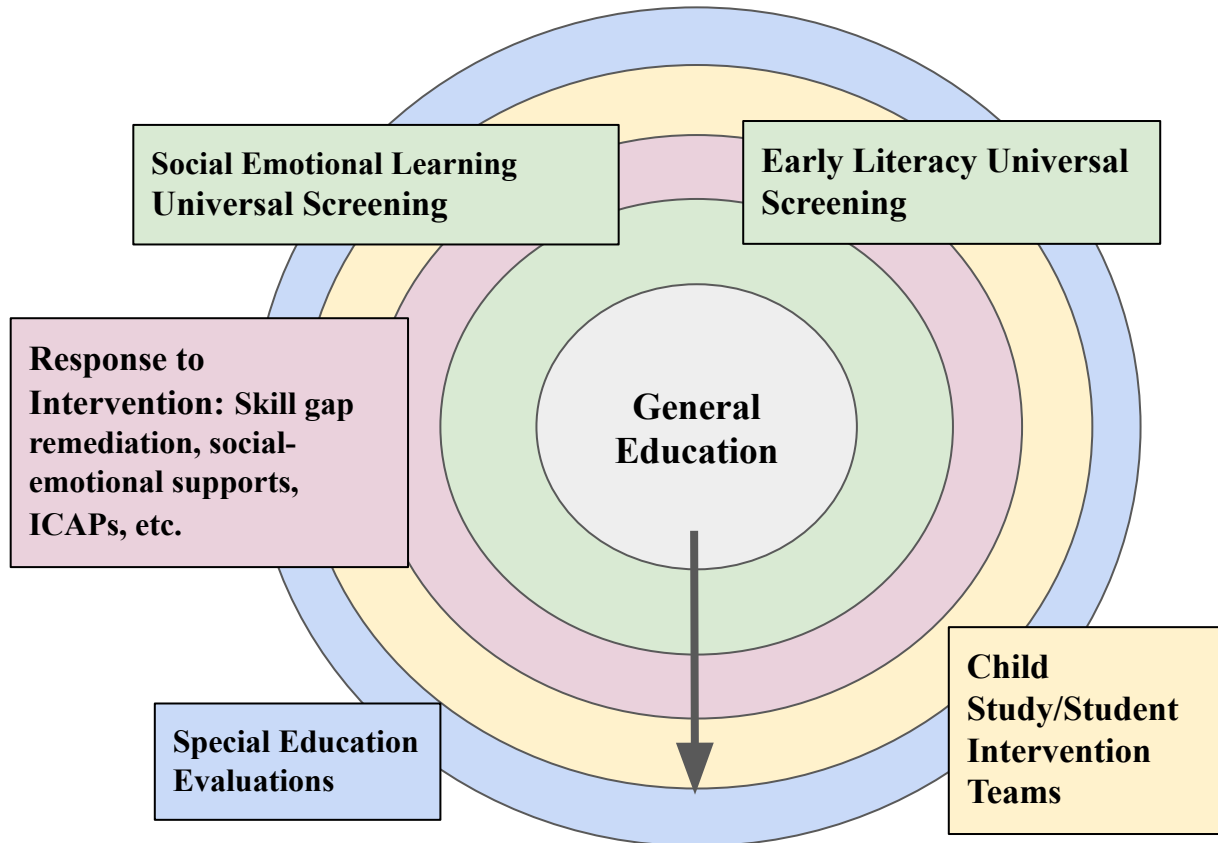
Solution #1

Enhance data collection and submission procedures

- Identify accurate indicators for students at risk
- Create and implement a quality control system (3.0 + Risk Ratio)
- Enhance procedures for reviewing and submission of data
- Initiate routinized review of Child Study & Student Intervention Team referrals

Solution #2

Establish Consistent Pre-referral Practices & Procedures



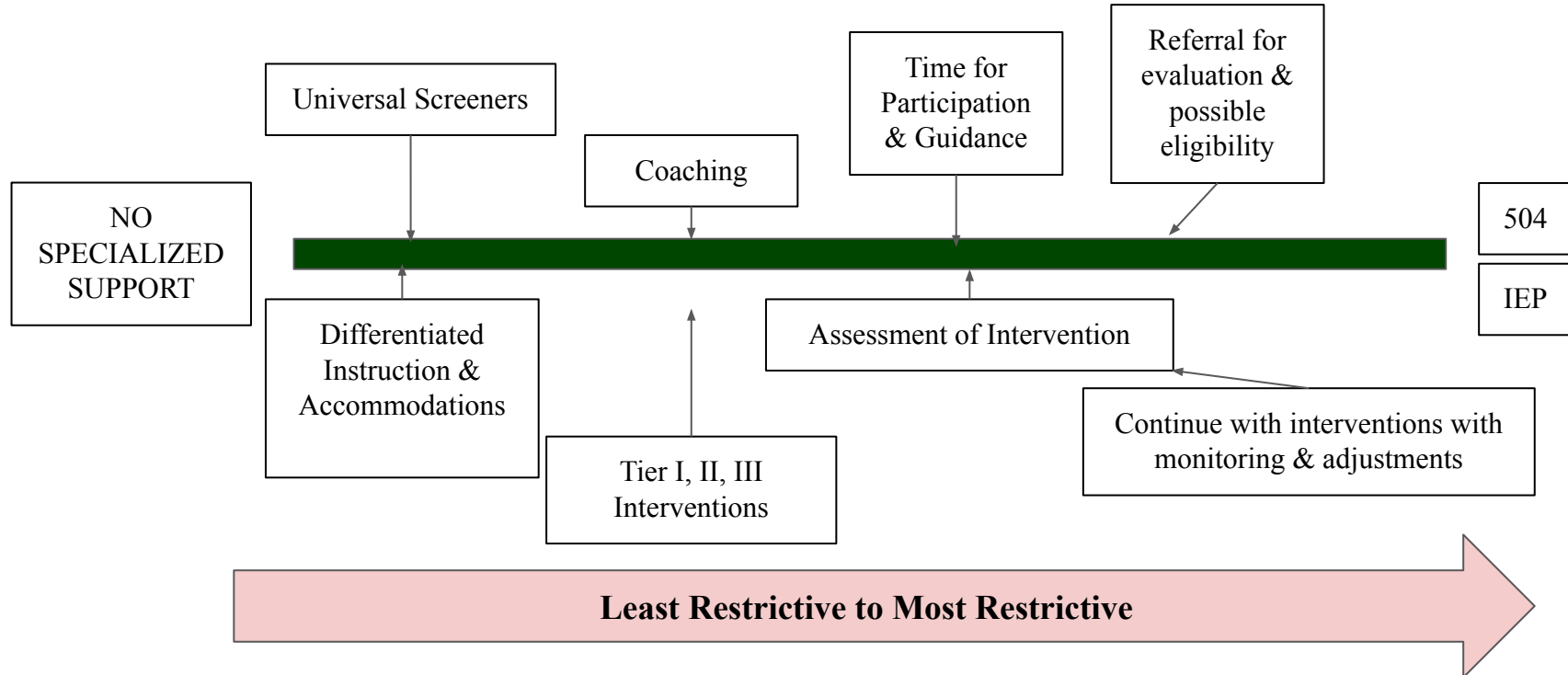
Students should go through different tiers of support before a special education evaluation is considered.

Support must go beyond academic skill gaps and consider clinical needs, behavioral health needs, etc.

Solution #3

Clarify Interventions and Supports Prior to SpEd Referral

Communication and Collaboration



Solution #4

Oversight, Use & Analysis of Universal Screening Tools

- Use demographic data to determine whether all student groups are being supported
- Consider expansion of universal screening tools
- Routinely analyze universal screening data to identify varied indicators for student risk
- Evaluate intervention effectiveness consistently over time

Solution #5

Align Strategic Planning to Racial Equity & Inclusion Goals

- Teaching and Learning
- Culture and Climate
- Community Engagement
- Systems, Processes and Procedures
- Sustainable Budgetary Planning

The Power of High Expectations

Personalize Instruction

- Bring students and families into the conversation
- Increase student choice
- Leverage technology

Monitor Student Progress and Adapt Instruction

- Introduce low stakes formative assessments (exit tickets, etc.)
- Expand use of screening tools (i.e. mClass for K-8, etc.)
- Routinely analyze benchmark assessments and screeners

Support Teachers in New Ways

- Increase participation in grade level curriculum



Thank You!

