Overview of Student Support Services Program Review and Equity Audit

March 10th, 2022
Partnerships & Support

CREC Expert Solutions

Insight Education Group
Support Service Review

- Organizational Structures & Processes
- Resources
- Student Learning
- Communication & Collaboration
Equity Framework

- Power Structures, Policy, and Organizational Systems
- Strategic Planning for Equity
- Equitable Allocation of Resources

- Anti-Racist Climate and Culture
- Social and Emotional Supports for Well-Being and Safety
- Community Engagement and Social Trust

- Recruitment
- Placement
- Retention
- Promotion

- Professional Learning Content
- Educator Engagement
- Alignment and Integration

- Racially Competent Curriculum
- Instructional Delivery
- Programmatic Access and Equity
Process

Document & Process Review

- Thorough review of District Policies and Practices evidenced in:
  - District Development Plan
  - District and school policies and handbooks
  - Curriculum materials
  - Professional Learning offerings
  - Classroom observations
  - Review of IEPs

Quantitative Data Review

- Thorough review of District outcomes evidenced in:
  - Student demographics
  - Student academic performance
  - Special education prevalence rates
  - Discipline data

Stakeholder Engagement

- Administered surveys to school leaders, school-based staff, non-school-based staff, students grades 5-8, and family and caregivers (in collaboration with CREC).
- Conducted focus groups for teachers, paraprofessionals, school leaders, students (grades 5-8), and families and caregivers.
- In-depth strategic analysis of all qualitative and quantitative data
- Presentation of Equity Audit findings to MPS executive leadership
- Made revisions based on district feedback
- Presentation of CREC Review to Director of Student Support Services
- Revisions based on feedback

Finalization and Presentation of Findings

- Thorough review of District Policies and Practices evidenced in:
  - District Development Plan
  - District and school policies and handbooks
  - Curriculum materials
  - Professional Learning offerings
  - Classroom observations
  - Review of IEPs
Support Services Accolades

- Robust continuum of services for students
- Met or exceeded time with nondisabled peers
- District has valuable tools and resources
- Staff meet frequently to discuss student needs
- Integration of SEL skills into instruction
- Special education expenditures are lower than state average
- Students with disabilities perform better on standardized testing on average than students with disabilities in the overall state of Connecticut
- Low suspension and expulsion rates
- Family/Caregivers indicated students were safe and it was a positive environment
- Majority of Family/Caregivers of students with IEPs are satisfied with their child’s program and with communication
Equity Accolades

• District Development Plan: Lead with Equity Core Belief
• MPS SEL Framework
• SEL and Equity Identified as District Priorities by All Stakeholders
• Increased Resources to Support SEL and Equity Work
• Professional Learning
• Started to Develop System to Disaggregate Discipline Data
• Staff- Positive Work Experiences in the District
• Focus Groups Expressed Importance of Hiring Diverse Staff Members
• MPS Teacher Recruitment Marketing Plan Developed
• 11% of MPS Staff Identify as Non-White
Support Services Key Findings

• Over identification Hispanic/Latinx students as students with disabilities
• Over identification of students in the area of speech and language impairment relative to state averages
• Limited differentiation across instructional environments for students with unique learning needs
• Limited planning and cross-collaboration time between general education and special education teachers
• Multi-Tiered System of Supports (MTSS) & Social and Emotional Learning (SEL) practices/procedures are inconsistent
Equity Audit Key Findings

• Stakeholders Unclear on District Equity Definition and Vision
• Inconsistent Use of Disaggregated Academic/SEL Data
• Academic Achievement Gap of Latinx/Hispanic Students
• Variability in Perception & Practice Related to Enrollment of Advanced Math Courses
• Variability in Implementation of SEL and Student Progressive Discipline
• Inconsistent District/School Practices with Multi-Tiered System of Supports (MTSS)
Next Steps for Support Services

Note: Blue/Bold indicate connection between both reports

• Review evaluation, intervention, and referral practices
• **Disaggregate data by race and student identifiers**
• Review and adjust schedules to increase efficiencies and student services
• Continue to develop small group instructional practices
• **Increase professional learning for certified and non-certified staff to address students’ social/emotional & academic needs**
• **Update, clarify, and increase capacity to better implement Multi-Tiered System of Supports (MTSS)**
• Update District and School Development Plans
Next Steps for Equity

Note: Blue/Bold indicate connection between both reports

• Create Diversity, Equity, & Inclusion District Team to Promote District Equity Statement and Vision

• **Disaggregate Academic & Discipline Data Across Schools**

• **Update and clarify Multi-Tiered System of Supports (MTSS)**

• Ensure Equitable Access & Opportunity to Enrichment, High Level Math Courses, and Other Programs

• Identify Opportunities to Use MPS Recruitment Plan

• **Develop Multi-Year Professional Learning Plan Focused on Equity/Cultural Competency/SEL that Includes Race, Ethnicity, LGBTQ+, & Identities**

• Update District and School Development Plans