

Overview of Student Support Services Program Review and Equity Audit

March 10th, 2022



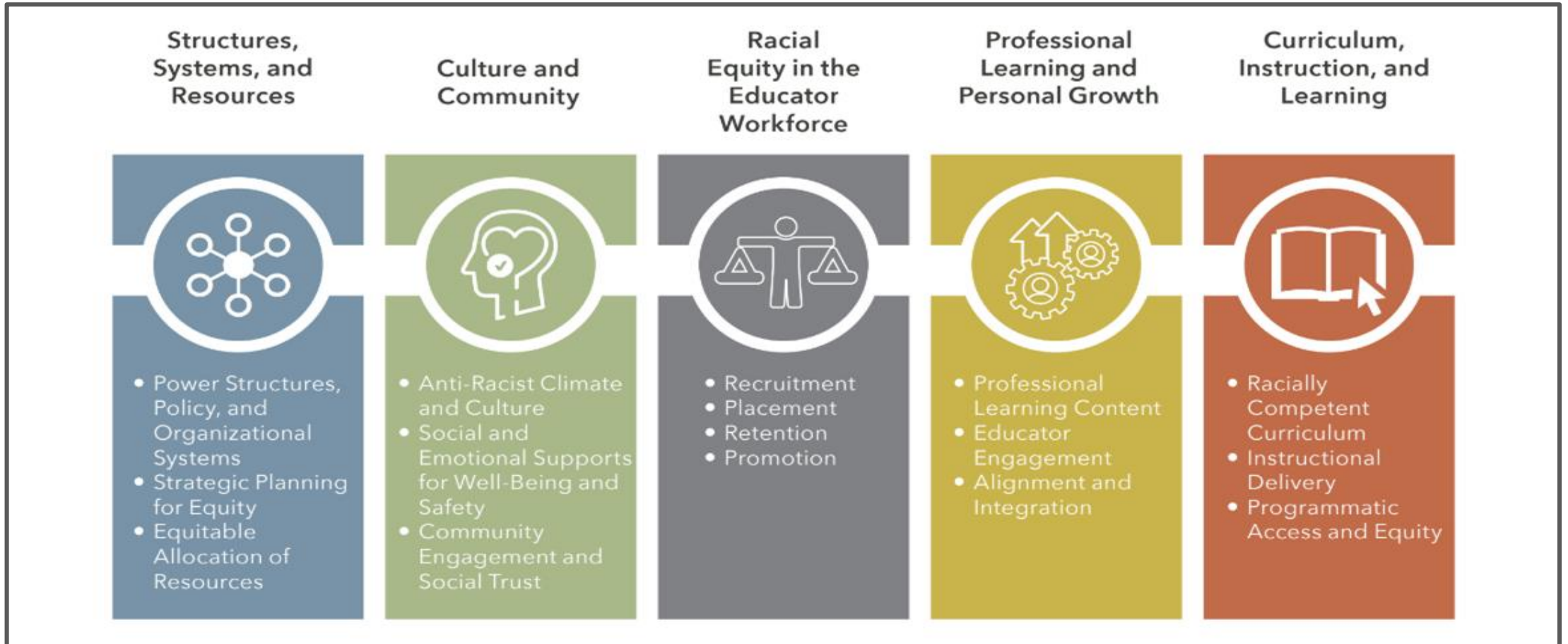
Partnerships & Support



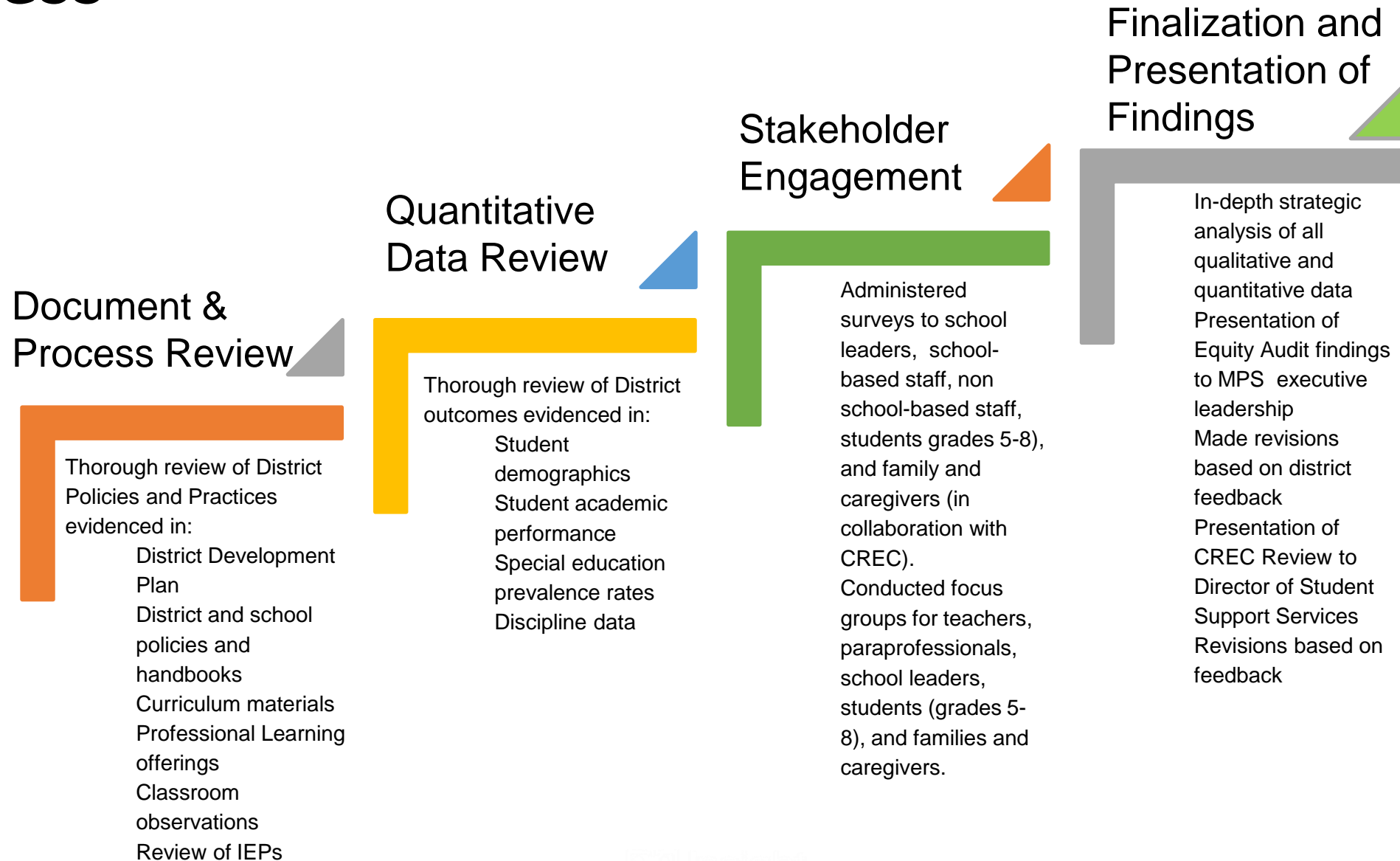
Support Service Review



Equity Framework



Process



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