Boston Public Schools

Inclusive Education

Division of Academics

Agenda

Objective: Provide an update on the district's Inclusive Education Plan and gather questions and insight from OAG Task Force members to support strong implementation.

Overview of Inclusive Education Plan

- Our Why
- What is Inclusive Education?
- Transition to Desired State

Questions

"

Inclusive education in the Boston Public Schools (BPS) is rooted firmly in our Opportunity and Achievement Gap policy where "every student, in every classroom, in every school… has the same opportunity to achieve the greatness within them as anybody else. Every child should have unfettered access to every conceivable tool to unlock the greatness with them."

Current State

- Black male students are **3.13 times more likely** to be identified with an emotional impairment and placed in a substantially separate setting than their peers.

- Multilingual Learners are **2.5 times more likely** to be identified with a communication disability and be placed in a substantially separate setting.

Student Group	BPS Enrollment (N=46,001)	Emotional Impairment (N=351)	Intellectual Impairment (N=535)	Specific Learning Disabilities (N=458)	Communication Impairment (N=107)
Black	28.4%	44.7%	48.0%	39.7%	35.5%
Latino	43.8%	44.2%	41.1%	50.4%	51.4%
White	15.1%	7.1%	5.0%	4.1%	4.7%
Asian	8.7%	<1%	2.1%	<2%	7.5%
Multilingual Learners	31.9%	19.9%	42.1%	40.4%	56.1%

*Source: Enrollment as reported to MA DESE, **October 2021**. Includes SWD ages 6-21*

Current State

Students in grades K2-6 enrolled in specialized programming travel farther to get to school than students in general education.

Average Distance Traveled by Program Type and Neighborhood

	Gen Ed	Inclusion	Sub Separate	Dual Language	SEI	SLIFE	All Programs
Allston-Brighton	1.1	1.4	3.9	3.5	1.5	2.9	**1.4**
Back Bay	1.1	1.5	2.7	0.8	2.5		**1.3**
Central Boston	0.7	1.3	1.6	1.6	0.3		**0.7**
Charlestown	0.7	1.7	1.9	1	1.7	0.8	**0.8**
East Boston	0.7	1	1.8	0.5	0.6	2	**0.7**
Fenway/Kenmore	1.2	1.8	2	1	1.5		**1.4**
Hyde Park	1.6	2.2	3.2	3.4	2.1	4.3	**1.9**
Jamaica Plain	0.8	1.5	2	1.3	0.9	1.7	**1**
Mattapan	1.3	1.4	2.5	1.4	1.6	1.9	**1.5**
North Dorchester	0.9	1.4	1.7	1.6	1.3	2.1	**1.1**
Roslindale	1.1	1.4	2	2.2	1.4	3.6	**1.2**
Roxbury	1	1.4	2	1	1.3	1.8	**1.1**
South Boston	0.9	1.7	1.7	1.9	0.9	1.4	**1**
South Dorchester	1.1	1.4	2.2	1.3	1.6	2.7	**1.3**
South End	0.9	1.3	2.1	0.5	0.8	0.1	**0.9**
West Roxbury	1.2	2.3	2.7	3.7	1.3	4.6	**1.4**
All Neighborhoods	**1**	**1.5**	**2.2**	**1.1**	**1.2**	**2.3**	**1.2**

Data as of June 2023, includes students in grades K2-6. Program type reflects current BPS program definitions. Distance is measured in miles.
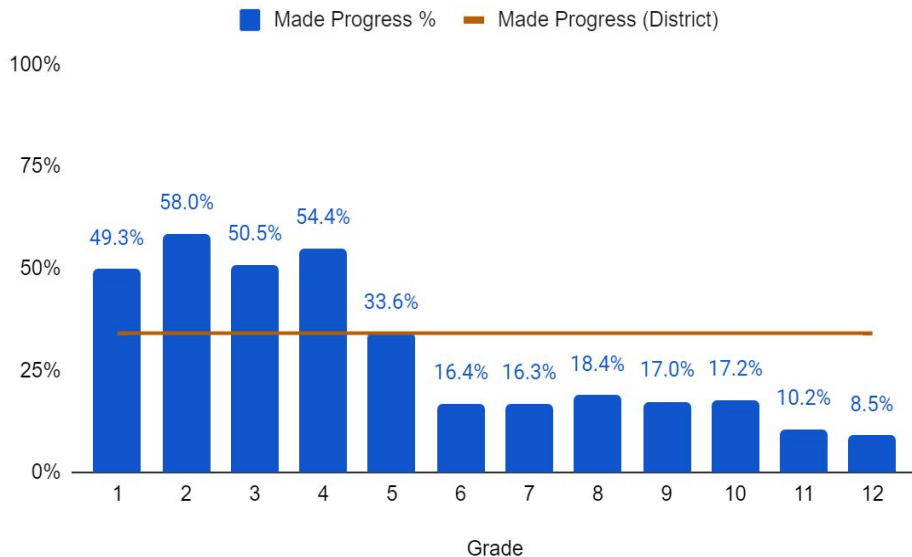
Current State

- English learners (EL) are making limited progress in English language acquisition, with only 34% of students in 2023 making progress. This differs by grade level, with approximately 50% of students in grades 1 through 4 making progress, compared to approximately 15% of students in grades 5 through 10.

- 3,338 ELs (25% of all ELs) are Long Term ELs- They have been in Massachusetts for 6 or more years and have not met exit criteria.

Percent Made Progress by Grade Level

Legend: ■ Made Progress % — Made Progress (District)

| Grade	Made Progress %
1	49.3%
2	58.0%
3	50.5%
4	54.4%
5	33.6%
6	16.4%
7	16.3%
8	18.4%
9	17.0%
10	17.2%
11	10.2%
12	8.5%

*"Furthermore, **some students in "language-specific" or "multilingual" SEI programs shared during focus groups that they feel isolated within these programs because they do not have opportunities to interact with their English-speaking peers** and learn together with students who do not share their linguistic and cultural background. Some students also shared that they feel like this structure both hinders their English language development and continues to make it difficult to feel a sense of belonging even when they exit these classes." - 2023 DESE TFM Report*

What is Inclusive Education?

Inclusive Education: Ensuring Access and Removing Barriers for Every Student's Success

Inclusive education is situating students for learning by leveraging their identities and assets to support their entry into high quality learning experiences that results in advancing student achievement, particularly for our Students with Disabilities and Multilingual Learners.
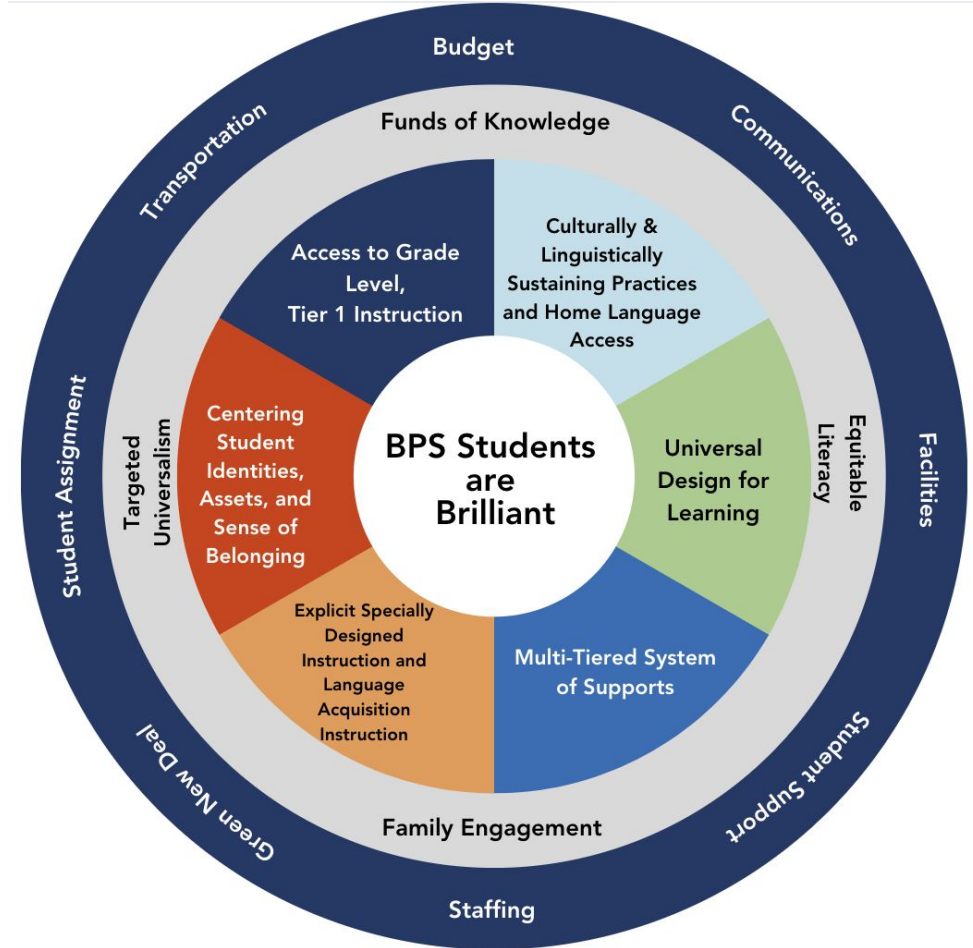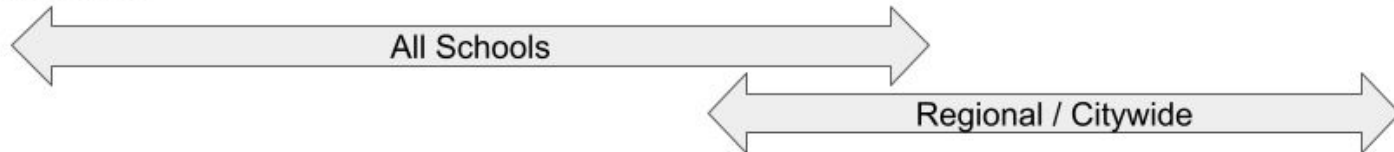
Continuum of Services

Setting	General Education [No Services]	Full Inclusion	Partial Inclusion	Substantially Separate*	Intensive Substantially Separate	Public Day Schools
Percentage of Time Definition	No special education services	special education services outside the general education classroom less than 21% of the time	special education services outside the general education classroom 21% to 60% of the time	special education services outside the general education classroom more than 60% of the time	special education services outside the general education classroom more than 60% of the time	100% of special education services in separate school
Description	Full day in the general education classroom	Push in or pull out special education services	Push in or pull out special education services	Special education services in separate cross-categorical classroom, with inclusive opportunities.	Special education services in separate classroom focused on specific needs, with inclusive opportunities.	Special education services in separate school focused on specific needs

*If there are needs, within a school for students with cross-categorical disabilities that are low incidence, there should be available special classes as needed and as space permits.

⟵ All Schools ⟶

⟵ Regional / Citywide ⟶

Services for Multilingual Learners

Service and Student Enrollment	Description
Programming for Students with Limited or Interrupted Formal Education (SLIFE)	Designed for students who enter U.S. schools with interruptions in their educational history and focus on accelerated learning and intensive literacy development while providing intensive social-emotional support.
Newcomer Programming	Designed for English Learner students who are new arrivals to the U.S. and include native language support.
Sheltered English Immersion (SEI) Programming	Aligned to state requirements where ML students receive high-quality instruction in both English Language Development and Sheltered Content Instruction alongside their English proficient peers in programs that are called SEI programs/classes
Transitional Bilingual Education Program	Leverage students' native languages to help with English language development and ensure students meet academic expectations, with the goal to eventually transition into English-only instruction. Initial instruction is offered in native language and decreases gradually as more English is introduced.
Dual Language Programming (One-way or Two-Way) *MLs at all Levels and English speaking peers*	Support English learners through native language literacy and content instruction as well as English instruction to develop bilingualism and biliteracy.

Transition to Desired State

Shifting our Current Practices

The Inclusive Education Plan aims to provide all students access to grade-level instruction that is culturally and linguistically responsive, and create a continuum of services that disrupts historical over-representation, particularly for Black students and multilingual students in special education.

To make the change we need, four key shifts in our current practice must happen across the district:

- **Shift 1:** Increase Access to Grade-Level Learning

- **Shift 2:** Ensure the Inclusive Delivery of Interventions, Supports, & Services

- **Shift 3:** Engage in Team-Based Planning and Collaboration

- **Shift 4:** Reset District Infrastructure with Systems of Support and Accountability

Shift 1: Increase Access to Grade-Level Learning

What does this mean and why does it matter?
- Increasing access to rigorous standards-aligned instruction
- Fostering a sense of belonging provides educational equity for all learners, including multilingual learners, students with disabilities, and other historically underserved student groups
- This will lead to academic and post-secondary success for all students

Examples of how BPS will do this
- Provide high quality instructional materials (HQIM) for every grade and content area from K0-12 and support educators in using these materials
- Provide district wide mandated professional learning on tier 1 instructional strategies, UDL, Targeted Universalism and sense of belonging practices.
- Ensure every school has a MTSS coordinator that will implement a multi-tiered system of support (MTSS) to tailor instruction, including evidence-based reading instruction, to eliminate disparities and accelerate academic achievement and promote behavioral success of all children.

Shift 2: Ensure the Inclusive Delivery of Interventions, Supports, and Services

What does this mean and why does it matter?
- Ensure the inclusive delivery of interventions, supports, and services
- Provide students with the individualized support and services necessary to make progress and meet grade level expectations.

Examples of how BPS will do this
- Students must have access to tiered interventions to support access to grade-level content
- Schools must build the practice of frequent review of student-level data linked to the interventions
- The district must provide the resources so schools have access to materials and staff to deliver the interventions
- ELs must have access to ESL instruction and native language resources to support their learning and our MLWDs must have access to this and SDI.

Shift 3: Engage in Team-Based Planning and Collaboration

What does this mean and why does it matter?
- Engaging in team-based planning and collaboration
- Cultivate collective responsibility for all students across the school community
- Team-based planning strengthens the capacity of educators to fully understand the complexity of their students, develop shared knowledge, skills, and practices needed to improve teaching and service delivery

Examples of how BPS will do this
- Inclusion planning teams, School Leaders and Instructional Leadership teams shift staffing plans from fixed individual classroom-based models to flexible, agile teams that support each student in accessing grade-level learning.
- Targeted professional development will build the internal capacity of schools and leadership teams to intentionally design and create opportunities for students to be educated in settings aligned with their IEP services and English language development needs.

Shift 4: Reset District Infrastructure with Systems of Support and Accountability

What does this mean and why does it matter?

- Schools and students thrive when clear expectations, support and accountability are provided
- Effective implementation of high-quality instructional materials, evidence-based practices, and structures that result in consistently positive student experiences and outcomes across the district.
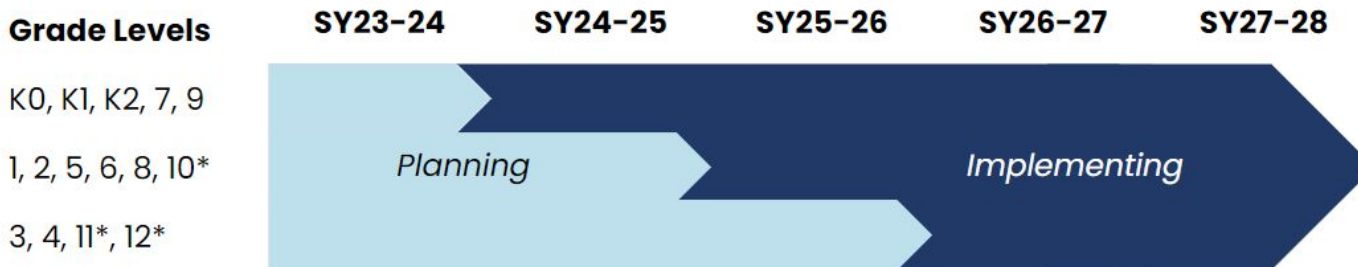
Examples of how BPS will do this

- <u>Provide Instructional Expectations and Supports:</u> High quality instructional materials and PD will be supported by central office to support increase in access to grade-level learning and inclusive delivery appropriate interventions and supports. Universal Expectations will ensure implementation across the district.
- <u>Create a Full Continuum of Services:</u> A full continuum of special education services and transition of Multilingual service delivery will allow student to receive instruction in the LRE.
- <u>Improve Operational Infrastructure:</u> Build and improve systems that support realization of the desired state, such as student assignment, strategic staffing and Space planning
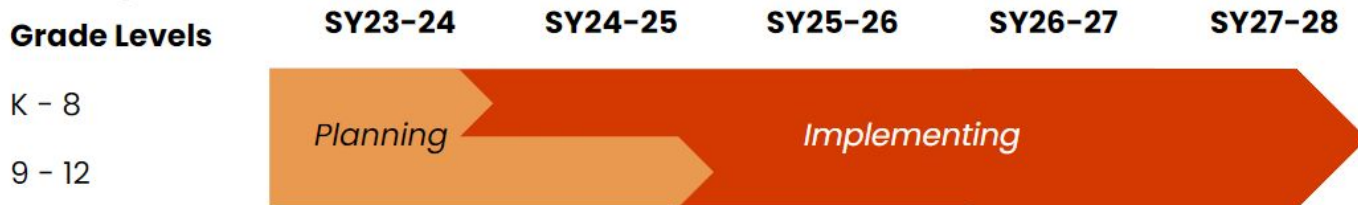
Implementation Timeline

Special Education Services

Grade Levels	SY23-24	SY24-25	SY25-26	SY26-27	SY27-28
K0, K1, K2, 7, 9					
1, 2, 5, 6, 8, 10*	Planning		Implementing		
3, 4, 11*, 12*					

Multilingual Learner Services **

Grade Levels	SY23-24	SY24-25	SY25-26	SY26-27	SY27-28
K – 8	Planning		Implementing		
9 – 12					

*Grade level progression beyond grade 9 will be finalized following further discussion with secondary school leaders

**[1] Implementation of Multilingual Learner Services to align with the Continuous Improvement & Monitoring Plan (CIMP) required by DESE in response to the 2023 Tiered Focus Monitoring Report

Reflection Questions

- What are your key takeaways about this plan?
- Where do you need further clarification?
- How do you recommend we engage with families about this plan?

Appendix

Multi-Tiered Systems of Support (MTSS) and Tier 1 Instruction

What is MTSS?
A multi-step process of providing instruction and support to promote the academic and behavioral success of all children.
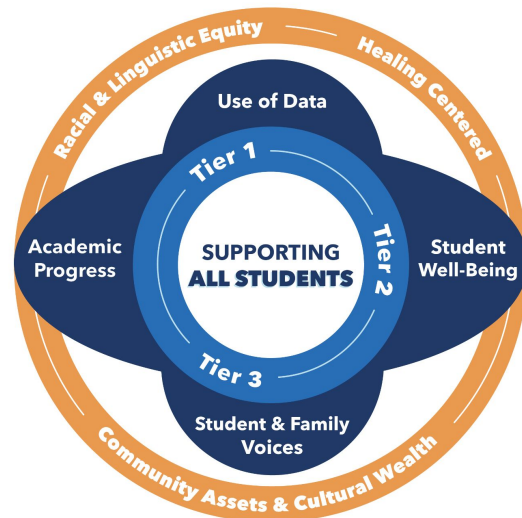
- Tier 1: All Students
- Tier 2: Small groups of students who need additional support
- Tier 3: Intense instructional support for students with the greatest needs

What is tier 1 instruction?
Universal high-quality, rigorous instruction and services provided to all students, inclusive of students with disabilities, multilingual learners and advanced learners.

Why is this work important?
Using the MTSS framework allows us to individually monitor each students progress. Understanding their progress allows us to make decisions about further instruction and intervention that may be needed. MTSS is particularly important for students with disabilities and multilingual learners because it ensures that they receive the individualized support they need to succeed academically.

Alignment to School Committee Goals

	Area	GOAL	Measure
GOAL 1	Early Literacy	Students will acquire strong foundational reading skills to ensure they arrive in grade 3 ready to thrive in school.	the percentage of K2 students who meet or exceed grade level expectations on the MAP Reading Fluency assessment at the end of the year.
GOAL 2	Achievement for English Learners	English learners will demonstrate growth in English language proficiency.	the percentage of students who are English Learners who demonstrate a Student Growth Percentile on the ACCESS for ELLs assessment of 50 or higher.
GOAL 3	Achievement for Students with Disabilities	Students with disabilities will thrive and grow in appropriate settings which include but are not limited to inclusive settings.	the percentage of students with disabilities with a Student Growth Percentile (SGP) on the MCAS ELA assessment of 50 or higher.
			the percentage of students with disabilities with a Student Growth Percentile (SGP) on the MCAS Math assessment of 50 or higher.
GOAL 4	Critical Thinking in Math, Science and Literacy	Students will be able to critically reason, discern, and demonstrate academic mastery of math, science, and literacy.	Average 8th Grade MCAS Scaled Score - ELA
			Average 8th Grade MCAS Scaled Score - MCAS
			Average 8th Grade MCAS Scaled Score - Science
GOAL 5	College and Career Readiness	Students will graduate from high school with the agency to direct their futures.	the percentage of graduates meeting the citywide definition of College, Career and Life Readiness.

Progress Monitoring Structures

Structure	Purpose	Participants
Observations of Practice	Observe instruction using the district's Equitable Literacy Observational Tool	Regional teams
Monthly Implementation Reviews	Monthly progress monitoring towards the implementation milestones laid out in the plan, with a particular focus on operational infrastructure changes.	District Inclusion Planning Teams
Quarterly IEP Quality Reviews	These reviews will look for eligibility based on data, quality and measurability of goals, focus on access to grade-level content and individualized services.	Regional Assistant Directors of Specialized Services
Quarterly School Reviews	Review progress toward Universal Expectations and QSP goals using quantitative and qualitative data	Regional teams with individual school leaders and their teams
Quarterly Central Reviews	Review progress toward Universal Expectations and QSP goals using quantitative and qualitative data, with a focus on compliance measures (e.g. compliance with IEP and 504 plan timelines, appropriate ESL service delivery)	Superintendent's Office and Department Leads

Research

"Students with disabilities who spent a larger proportion of their school day with their non-disabled peers performed significantly better on measures of language and mathematics than students with similar disabilities who spent a smaller proportion of their school day with their non-disabled peers… were almost 5 times more likely to graduate on time than students in segregated settings… included students were nearly 2 times as likely as their non-included peers to enroll in post-secondary education."

A Summary of the Evidence on Inclusive Education." pgs. 14-15, Dr. Thomas Hehir; Dr. Todd Grindal; Brian Freeman; Renée Lamoreau; Yolanda Borquaye; Samantha Burke. August 2016

Data Reviewed During the REPT Session