



Roadmap to Accelerating Outcomes for Students with Disabilities

October 2020

Toward a Citywide Agenda for Students with Disabilities

- OSSE's [2019-2023 Strategic Plan](#) makes a **commitment to accelerate academic outcomes for students with disabilities** attending public schools in the District of Columbia.
- A [landscape analysis](#) OSSE conducted in 2019 highlights that students with disabilities in DC – who make up 1 in 5 of our students – **lag behind their peers** in academic achievement, and that this **achievement gap has increased with time**.
- This presentation shares OSSE's roadmap for accelerating outcomes for students with disabilities. OSSE developed the **strategic direction and the core priorities in collaboration** with partners across the education space, including teachers, school leaders, families, advocacy organizations, and colleagues at the Public Charter School Board (PCSB), DC Public Schools, and the Deputy Mayor for Education.
- **The need to change outcomes for our students with disabilities will take citywide collaboration.** OSSE is committed to working in partnership to accelerate student progress.

Where We've Been and What's Next

Spring 2019:
OSSE Conducts
Research and
Data Analysis

Fall 2019:
Release the SWD
Landscape Analysis
Report and Hold
Roadshow to Share

Fall 2020:
Share Citywide Plan
to Accelerate
Outcomes for
Students with
Disabilities

Summer 2019:
Hold Interviews
and Focus Groups
with Educators,
Advocates and
Support Orgs

Winter 2019:
Develop Internal
Recommendations &
Convene Cross-
Sector Special
Education Working
Group

We believe the following theory of action should guide the District's work in accelerating outcomes for SWDs.

IF WE...

- Set **clear and high expectations** for focusing on outcomes for students with disabilities;
- Strengthen the **capacity and commitment of the District's leaders and teachers** to educate students with disabilities;
- Enable **timely and appropriate identification and placement** of students into the least restrictive, general education settings;
- Expand **access to actionable information** and data for families, educators, and leaders;
- Establish **school-wide systems of support**

...THEN WE WILL...

- Increase the quality of specialized instruction;
- Increase the attendance of students with disabilities;
- Increase the availability and use of the placement continuum within LEAs;
- Decrease unnecessary disciplinary practices;

...AND ULTIMATELY...

- Accelerate academic outcomes for students with disabilities.

The following roadmap will guide OSSE's work in accelerating outcomes over the next three years.

Set Clear & High Expectations

Strengthen Staff & Leader Capacity

Promote Appropriate Identification & Placement

Expand Access to Actionable Information & Data

Enable School-Wide Systems of Support

Address Recovery Needs



Set Clear & High Expectations

STAR Framework

Refine the STAR framework to further focus on improving outcomes for students with disabilities

Results Focus for IDEA

Develop a results-based accountability system through IDEA with a re-envisioned application, monitoring and supports

Nonpublic Education

Increase transparency and strengthen accountability for nonpublic education

Strengthen Staff & Leader Capacity

Microcredentials

Make available micro-credentials to support instructional & social-emotional learning to build capacity of educators

Leadership Program

Invest in an inclusive leadership program for LEA and school leaders to help build their knowledge and skills

Licensure

Refine the licensure requirements for special education and general education teachers

Promote Appropriate Identification & Placement

Early Intervention

Improve coordination and support for children and families served through Strong Start

Seamless Transition from C to B

Continue strengthening supports and monitoring to ensure a smooth transition from early intervention to a school environment

Enhanced Regulations & Guidance for Part B

Provide robust guidance and training to support the roll out of revised special education regulations for serving students ages 3-21

Expand Access to Actionable Information & Data

Strengthened Data System

Configure the new special education data system with a focus on user needs and continuous systems improvement

Access to Information for Families

Invest in resources to provide families of students with disabilities the information they need to support their child at every stage of their education

Establish School-Wide Systems of Support

Academic & SEL Support

Promote LEA development of multi-tiered system of academic and social-emotional student interventions

Mental Health Resources

Support the expansion of mental and behavioral health resources for all students

Help to Address Trauma

Provide schools and child development facilities with resources to more effectively identify and respond to trauma

Address Recovery Needs

Compliance Support

Provide technical assistance for continuous education and recovery that aligns with federal and state regulation

Actionable Resources

Develop concrete tools and lift up promising practices to address learning recovery

Data to Inform Recovery

Support LEAs in collecting and using assessment data to determine student learning levels and build strategies for learning recovery

PCSB has identified areas for leading independent initiatives, as well as supporting OSSE’s efforts in specific areas.

Set Clear & High Expectations	Strengthen Staff & Leader Capacity	Promote Appropriate Identification & Placement	Expand Access to Actionable Information & Data
<i>Lead</i>	<i>Support</i>	<i>Support</i>	<i>Support</i>
<ul style="list-style-type: none"> Explore changes to charter school planning, monitoring and accountability to further focus on how LEAs serve students with disabilities. 	<ul style="list-style-type: none"> Support OSSE’s development of micro-credentials and promote them to charter LEAs. 	<ul style="list-style-type: none"> Partner with OSSE to streamline and align monitoring practices. 	<ul style="list-style-type: none"> Support OSSE in the design of and ongoing development of resources for a family resource center, and by sharing information about the resource center charter school families.



DCPS has identified areas for leading independent initiatives, as well as supporting OSSE's efforts in specific areas.

Expand Access to Actionable Information & Data	Strengthen Staff & Leader Capacity	Enable School-wide Systems of Support	Promote Appropriate Identification & Placement
<i>Support</i>	<i>Support</i>	<i>Support</i>	<i>Lead</i>
<ul style="list-style-type: none"> Continue to support OSSE in the design of a family resource center Support OSSE by providing user feedback and continuous improvement for the new data system 	<ul style="list-style-type: none"> Collaborate with OSSE in the development of micro-credentials to enable educators to develop new expertise Connect DCPS leaders to OSSE's leadership development opportunities in special education 	<ul style="list-style-type: none"> Develop, improve, and implement a robust multi-tiered systems to support student social, emotional and academic development Partner with OSSE & PCSB to streamline and align supports 	<ul style="list-style-type: none"> Examine the intersection of racial and gender bias and identification and placement to inform improved practice