ESE Update
Presentation to ASE Statewide Conference

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Vani Rastogi-Kelly
Russell Johnston
October 31, 2016

Agenda

- ★ Welcome and introductions
- ★ ESE strategies and reorganization
  - ★ Past
  - ★ Present
  - ★ Future
- ★ Approved Special Education Schools
- ★ Problem Resolution System
- ★ Public School Monitoring

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ESE Priorities

★ The Department of Elementary and Secondary Education is committed to preparing all students for success in the world that awaits them after high school.

  ★ Five core strategies to achieve that goal:
    ★ Strengthening curriculum, instruction and assessment
    ★ Improving educator Effectiveness
    ★ Turning around the lowest performing districts and schools
    ★ Using data and technology to support student performance
    ★ **Supporting the social, emotional and health needs of students and families**
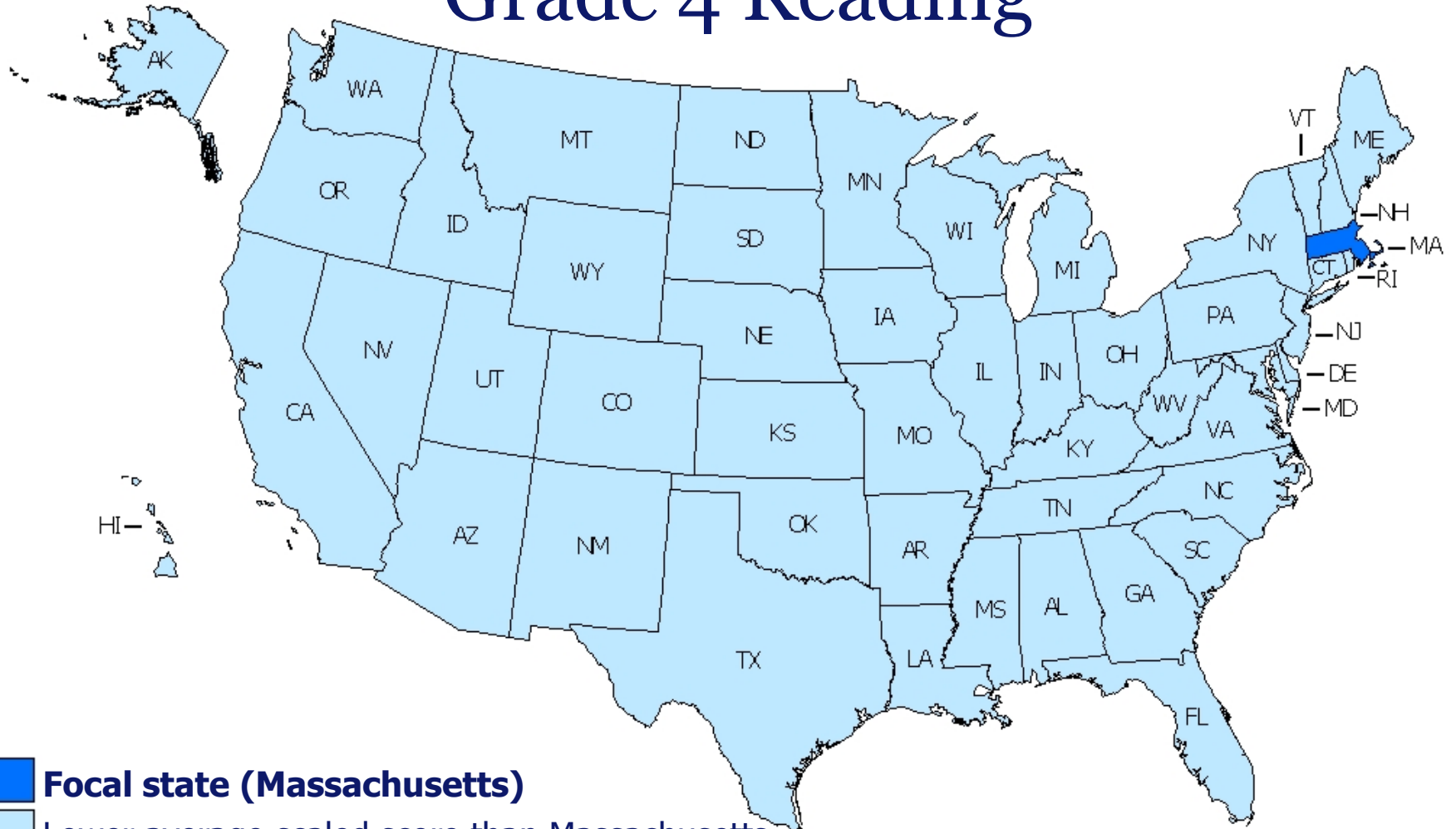
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Where we've been: Data

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2015 NAEP: The Nation's Report Card Grade 4 Reading

Focal state (Massachusetts)

Lower average scaled score than Massachusetts

Not significantly different than Massachusetts

Higher average scaled score than Massachusetts

NAEP: The Nation's Report Card

Massachusetts's rank among all states and jurisdictions

	2005	2007	2009	2011	2013	2015
Grade 4 Reading	1st	1st	1st	1st	1st*	1st
Grade 8 Reading	1st	1st*	1st*	1st*	1st*	1st*
Grade 4 Math	1st	1st	1st*	1st*	1st*	1st*
Grade 8 Math	1st	1st	1st	1st	1st	1st*

*statistically tied with other states

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Massachusetts 15-year-olds score among world leaders in 2012 Program for International Student Assessment (PISA)

Reading

Shanghai
Hong Kong
Singapore
Massachusetts
Finland

United States
OECD Average

Average Score for PISA Reading Literacy, 2012

260 300 340 380 420 460 500 540 580 620 660 700

Science

Shanghai
Hong Kong
Singapore
Finland

Massachusetts

OECD Average
United States

Average Score for PISA Science Literacy, 2012

330 370 410 450 490 530 570 610 650 690 730

Mathematics

Shanghai
Singapore
Hong Kong

Finland

Massachusetts

OECD Average

United States

Average Score for PISA Mathematics Literacy, 2012

360 380 400 420 440 460 480 500 520 540 560 580 600 620 640 660

(OECD) Organization for Economic Cooperation and Development, all participating countries
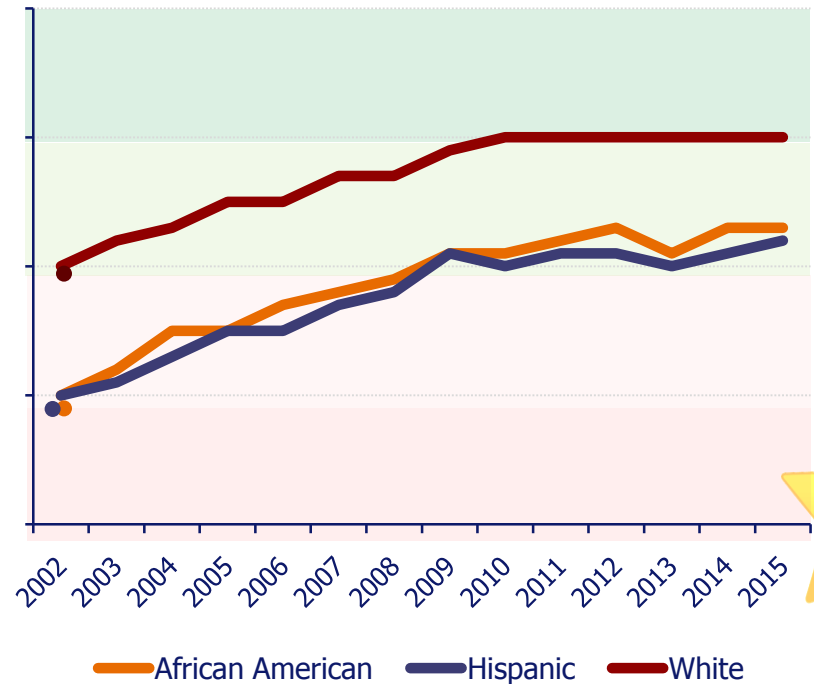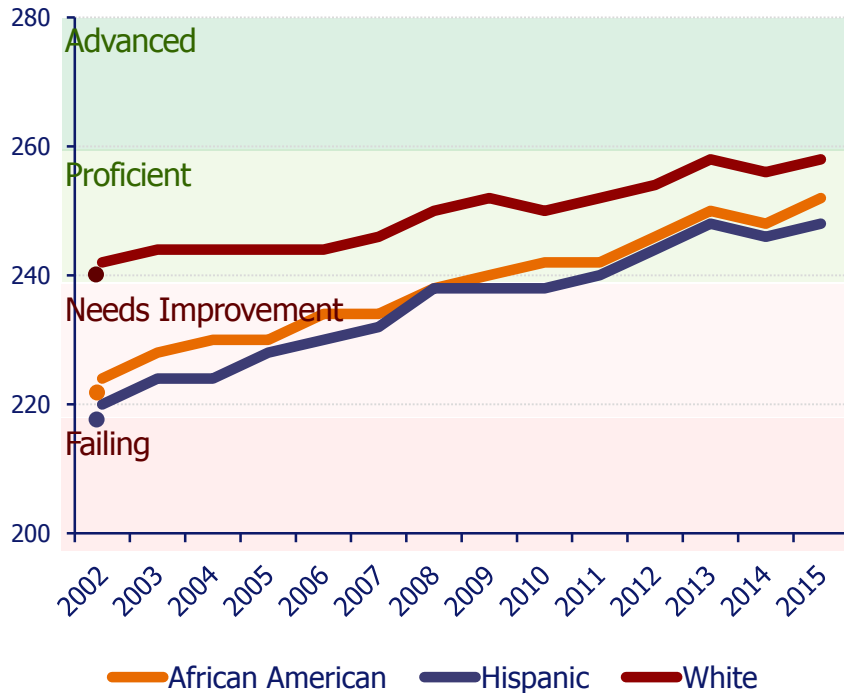
Narrowing the 10th Grade Achievement Gap (2002 - 2015)

English Language Arts
African American: +28
Hispanic: +28
White: +16

Mathematics
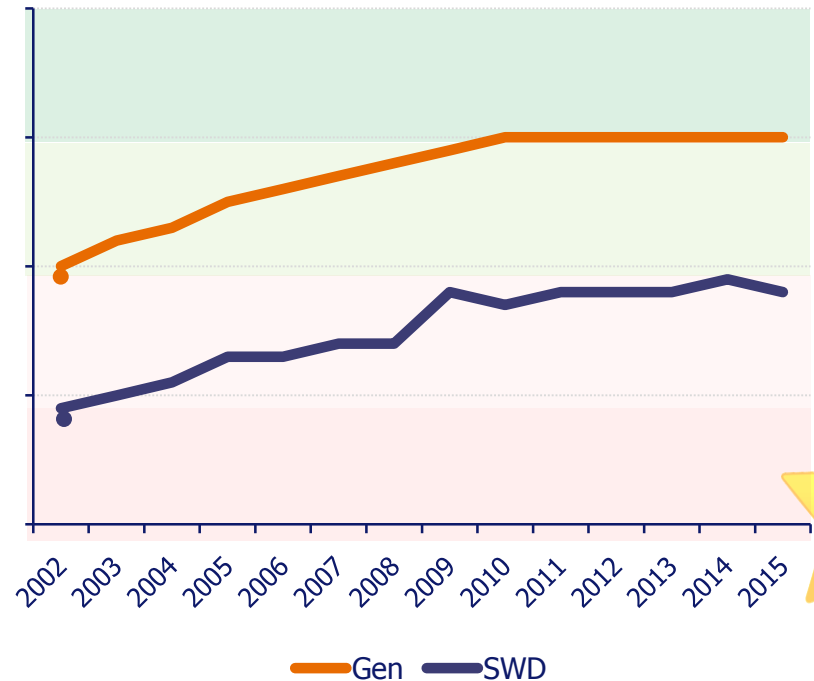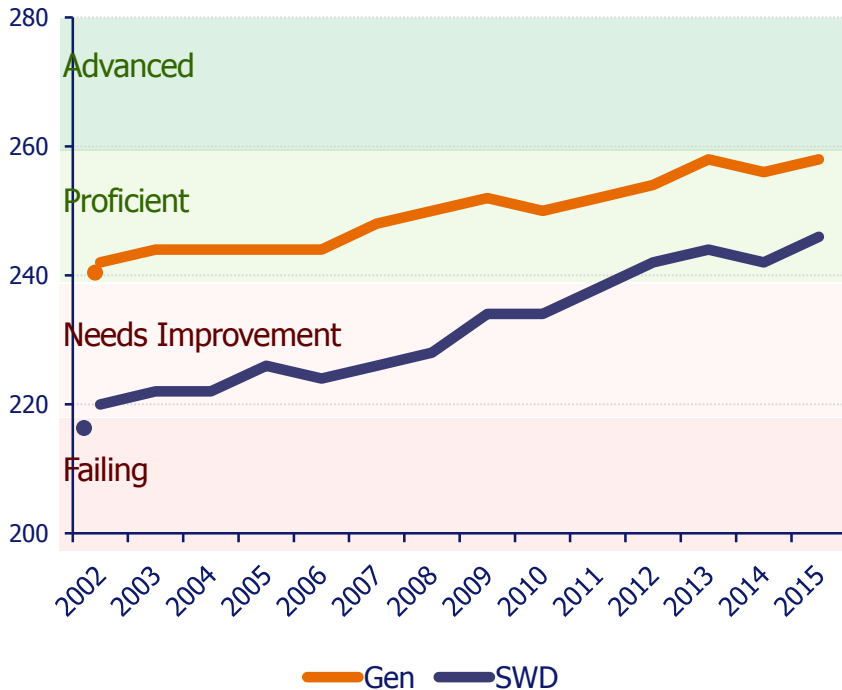African American: +26
Hispanic: +24
White: +20

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Narrowing the 10th Grade Students with Disabilities Gap (2002 - 2015)

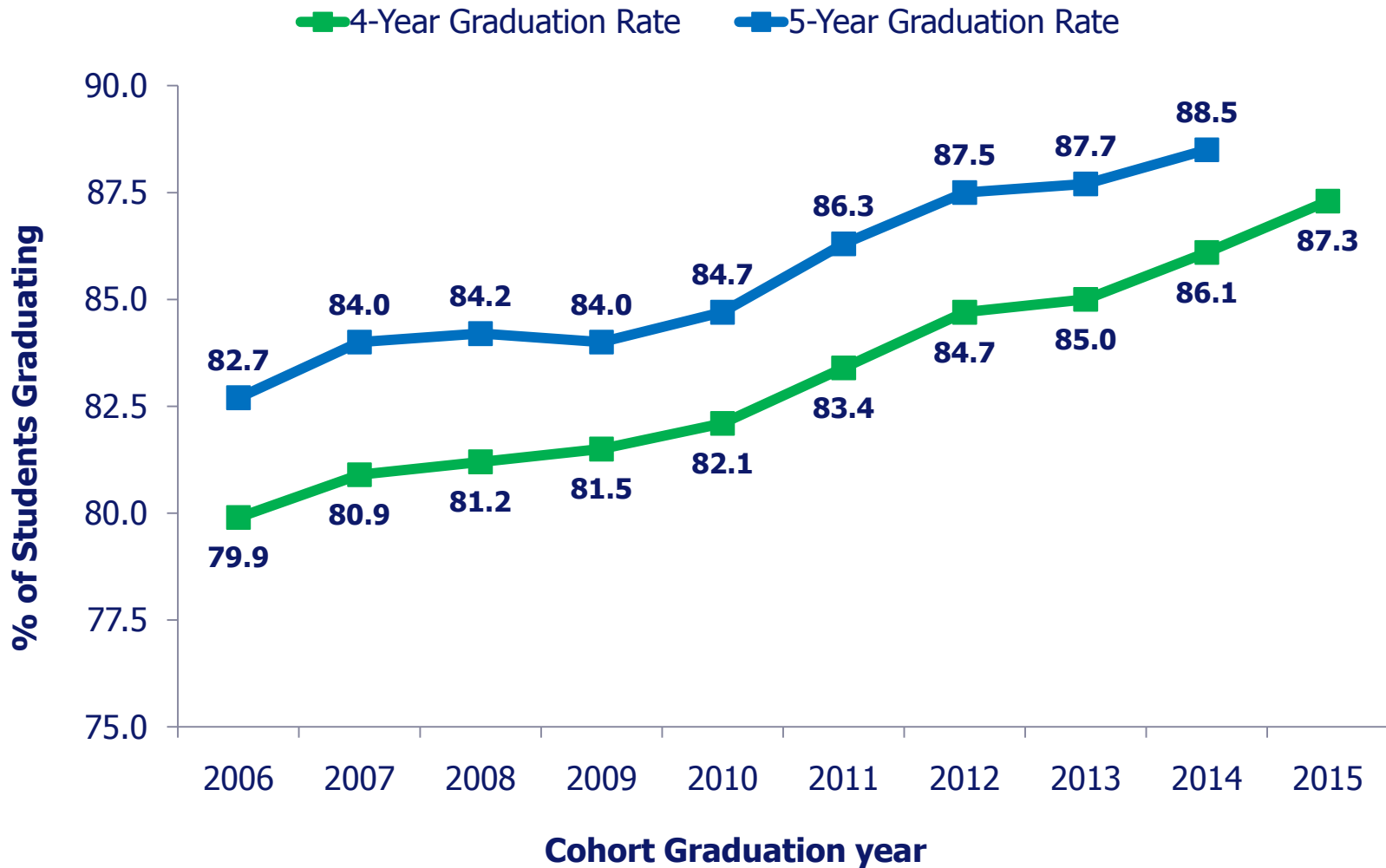## English Language Arts
Students with Disabilities: +26
General Education: +16

Mathematics
Students with Disabilities: +18
General Education: +20

Cohort Graduation Rates 2006-2015

Graduation Rate Gaps Narrowing
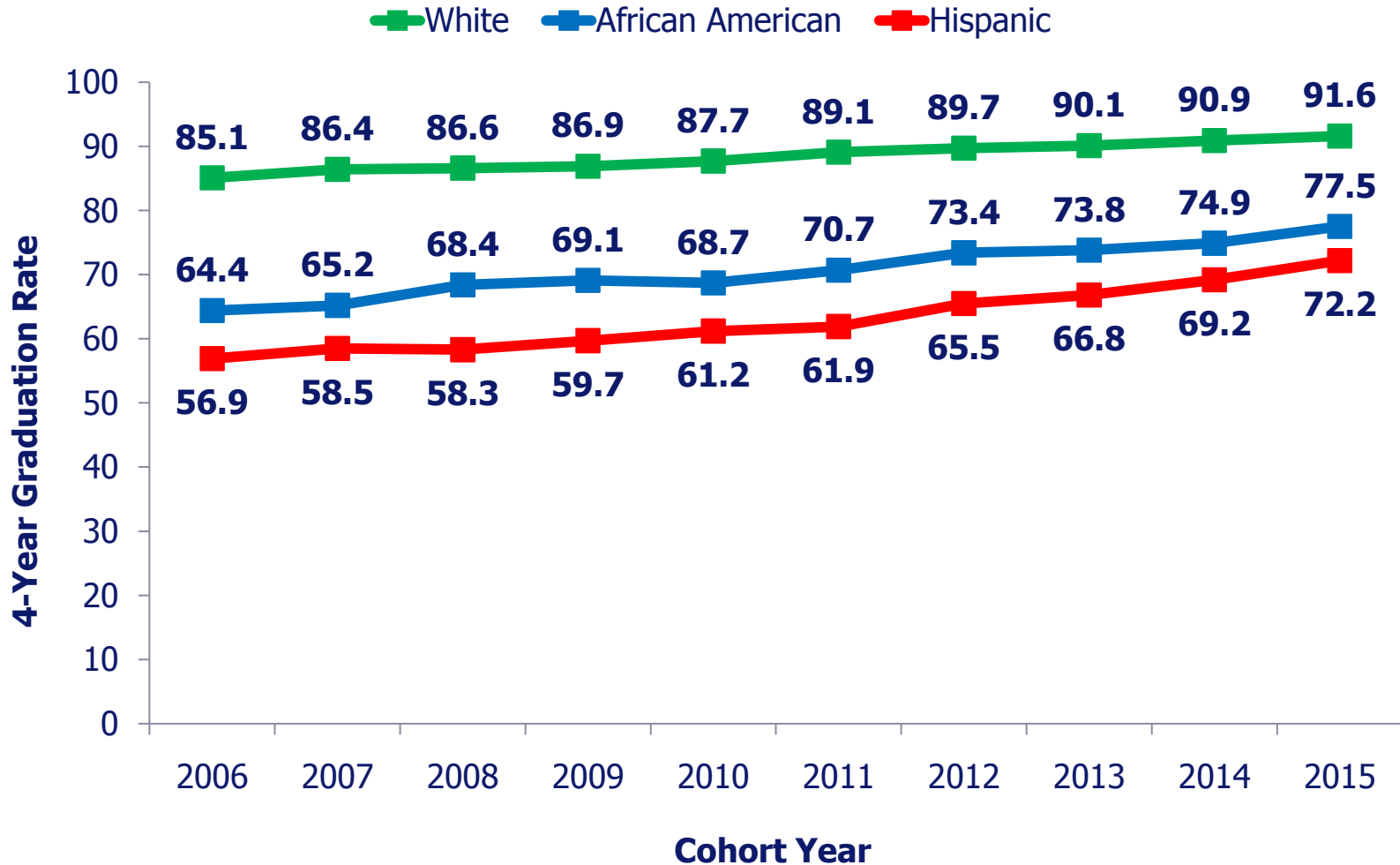
Improved Graduation Rates for Urban Students 2006-2015

Group	USN 2006 4-Year Rate	USN 2015 4-Year Rate	USN Change	State Change
All Students	62.3%	76.1%	**+13.8**	+7.4
Low Income	57.8%	73.2%	+15.4	**+15.9**
ELL	51.5%	61.9%	**+10.4**	+9.5
Students w/Disabilities	38.5%	53.6%	**+15.1**	+8.8
African American	59.3%	73.6%	**+14.3**	+13.1
Asian	77.5%	88.5%	**+11.0**	+8.5
Hispanic	50.2%	68.8%	**+18.6**	+15.3
White	71.7%	82.4%	**+10.7**	+6.5

Annual Dropout Rate 2007-2015

Cut the dropout rate in half from 2007 to 2015

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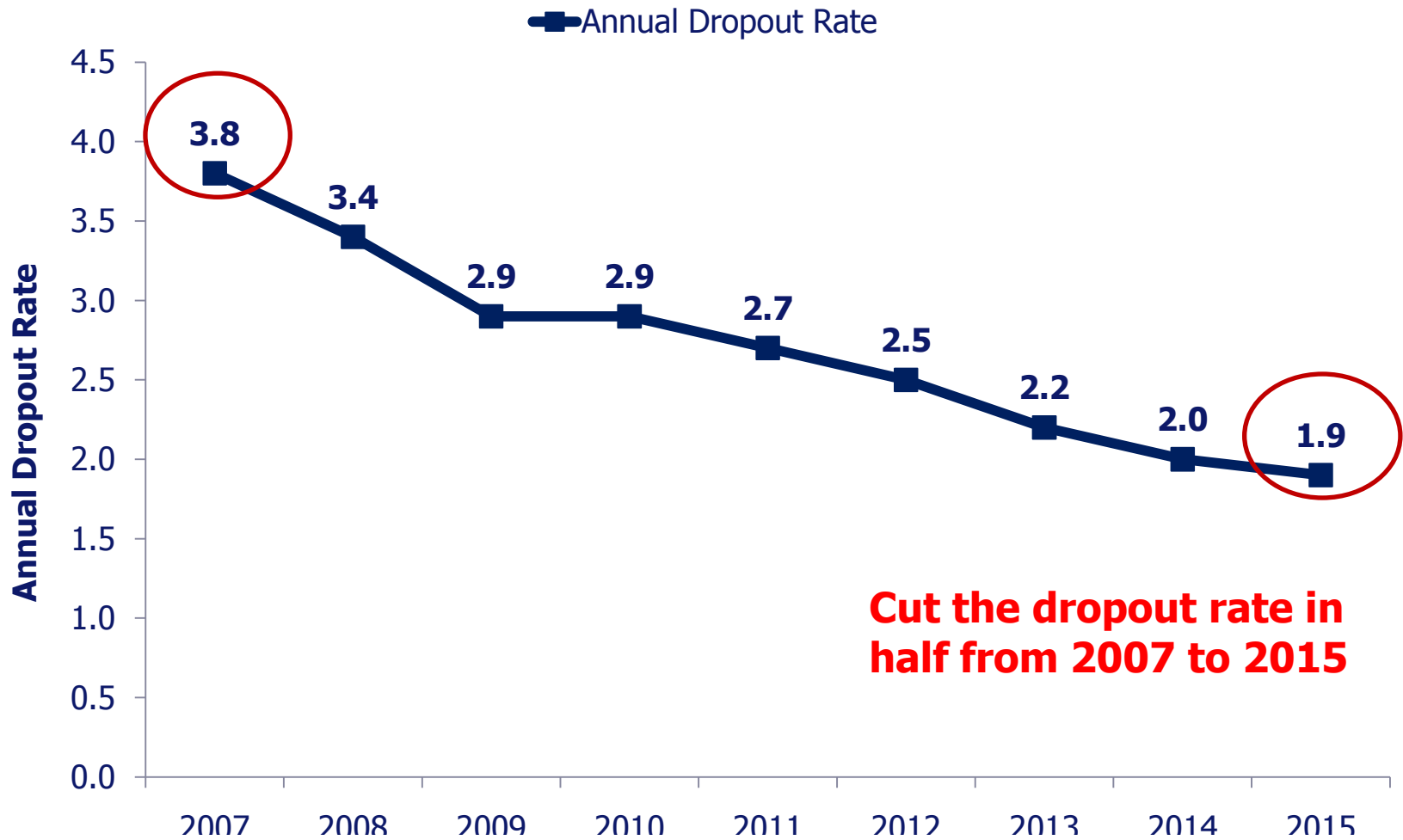
Annual Dropout Numbers 2007-2015
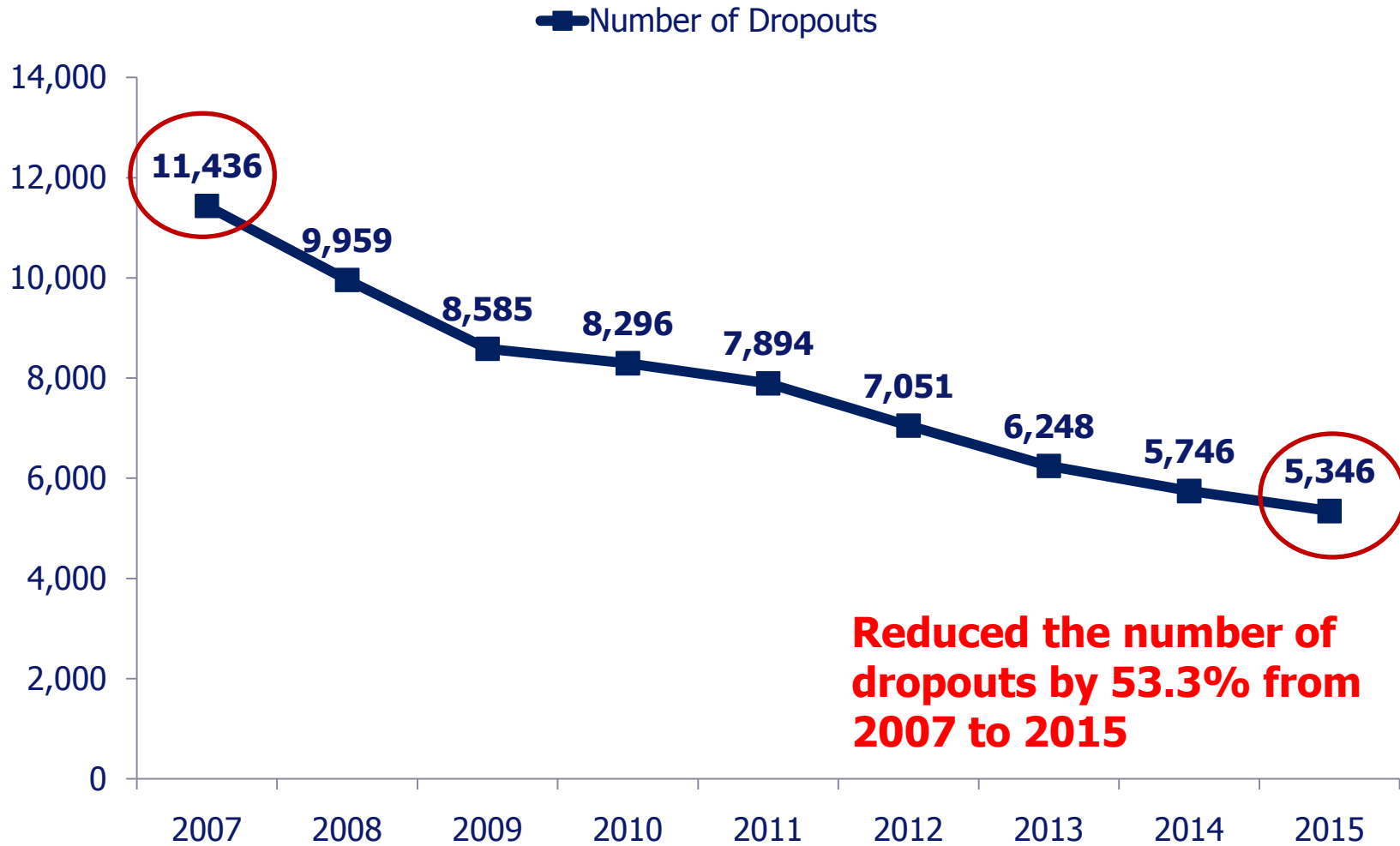
Number of Dropouts

Reduced the number of dropouts by 53.3% from 2007 to 2015

Dropout Rate Gaps Narrowing

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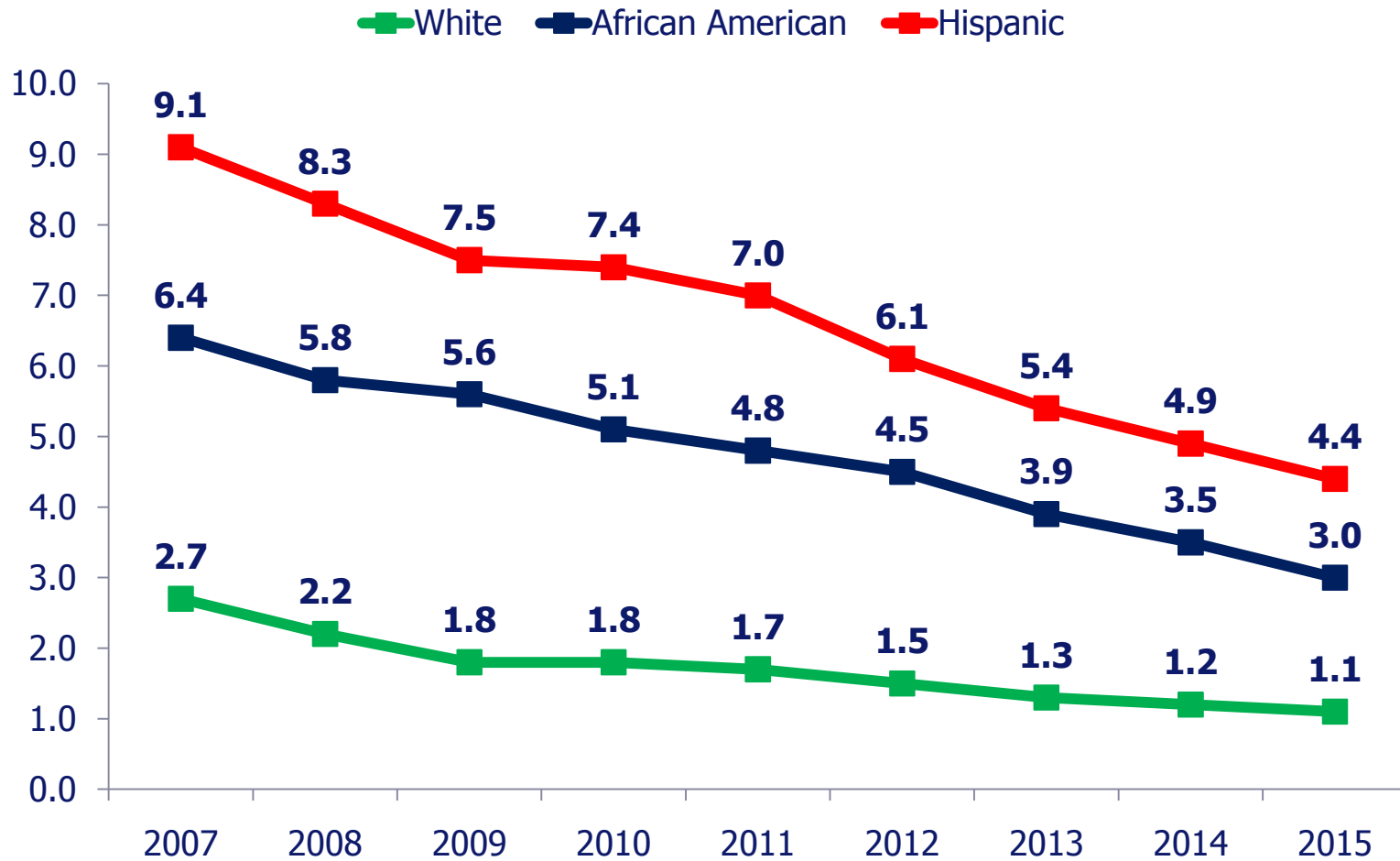
Districts increasing their rigorous courses of study

MassCore as a Graduation Requirement
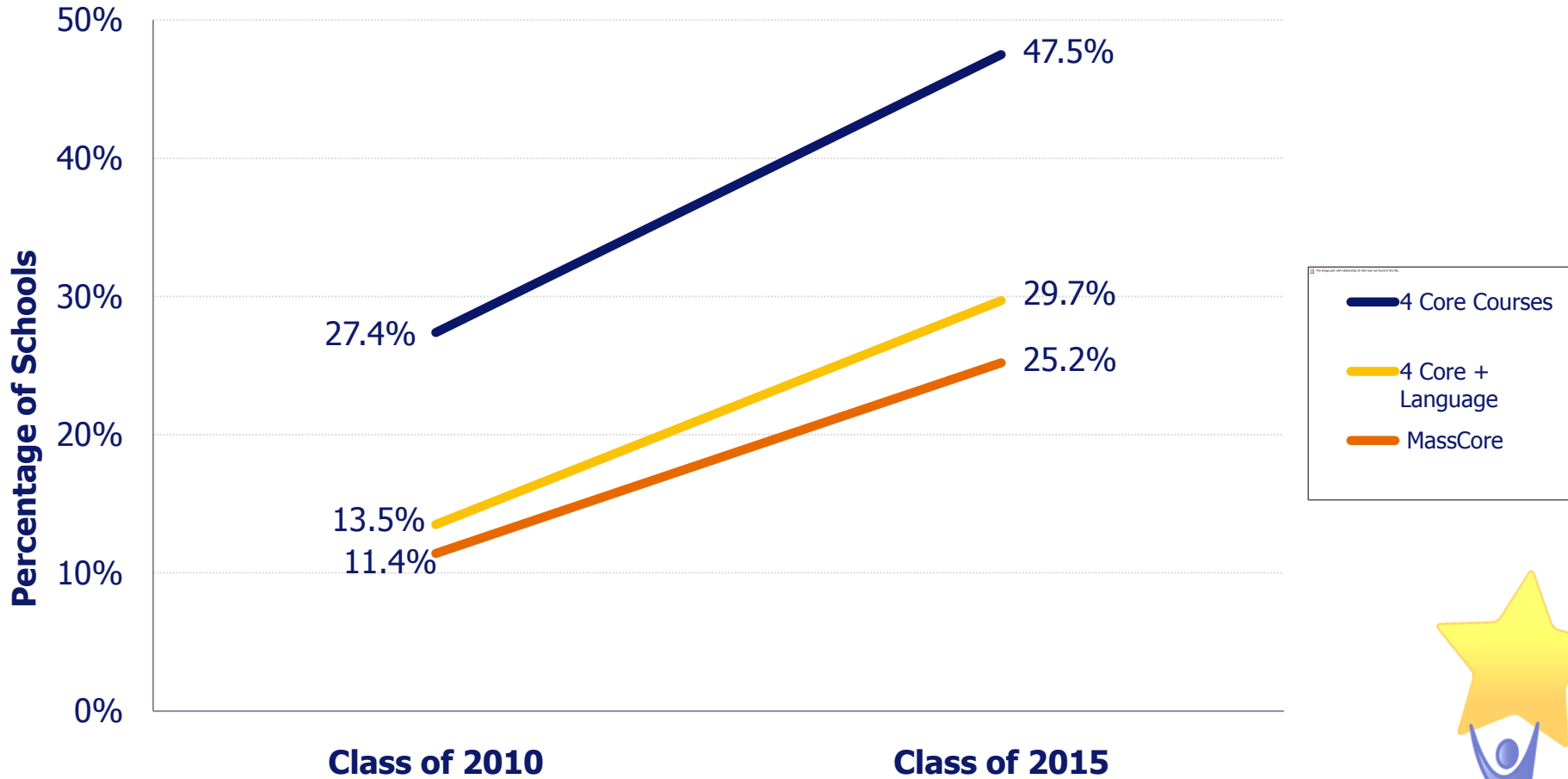
Number of Students Disciplined in Massachusetts Public Schools

Massachusetts Department of Elementary and Secondary Education
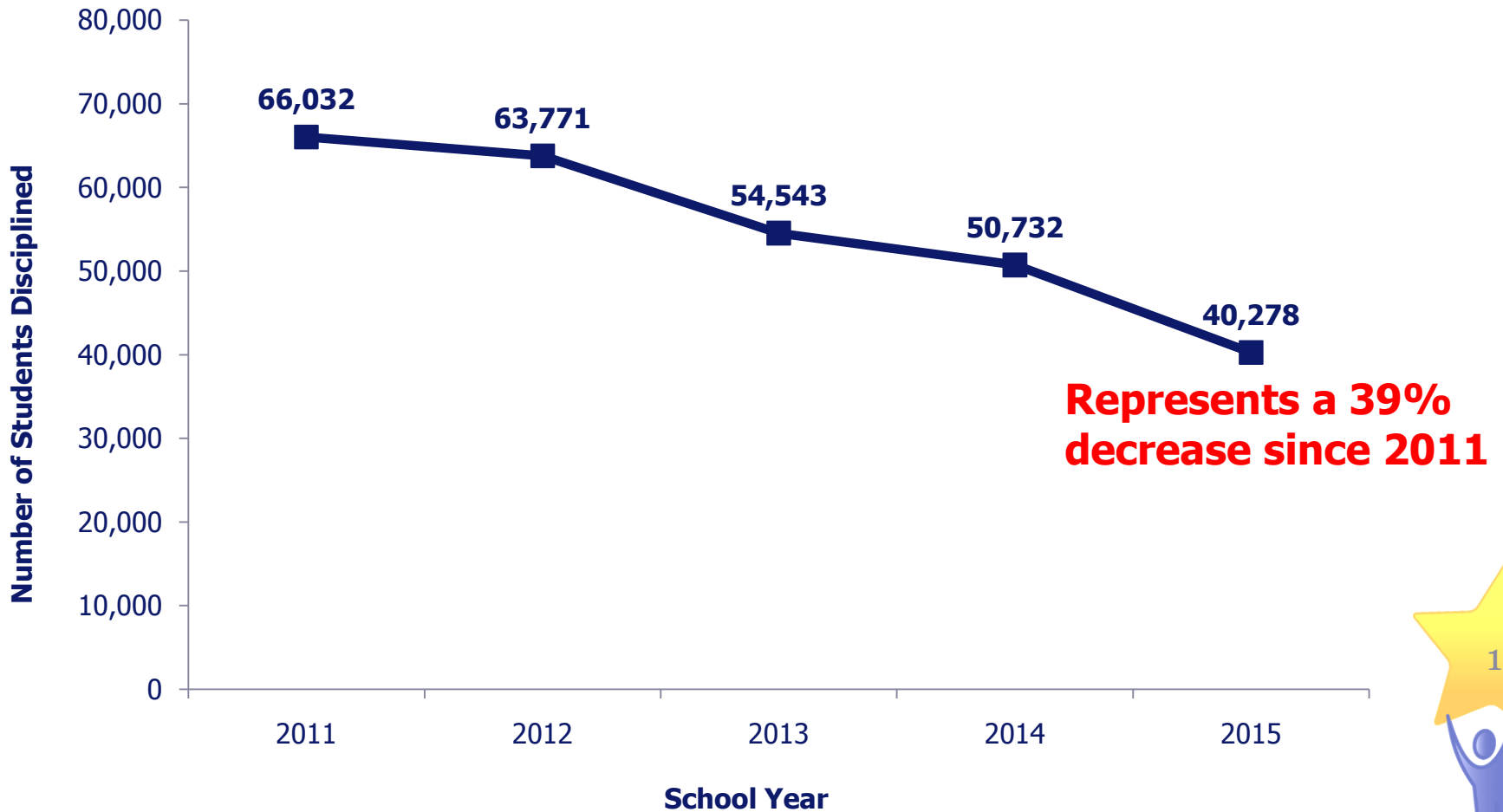
Fewer Students Disciplined Across All Grades

Legend: ■ 2014 ■ 2015

K-5: 26% decrease — 2014: 8,094; 2015: 5,987

6-8: 16% decrease — 2014: 15,626; 2015: 13,130

9-12: 22% decrease — 2014: 27,002; 2015: 21,143

Massachusetts Department of Elementary and Secondary Education
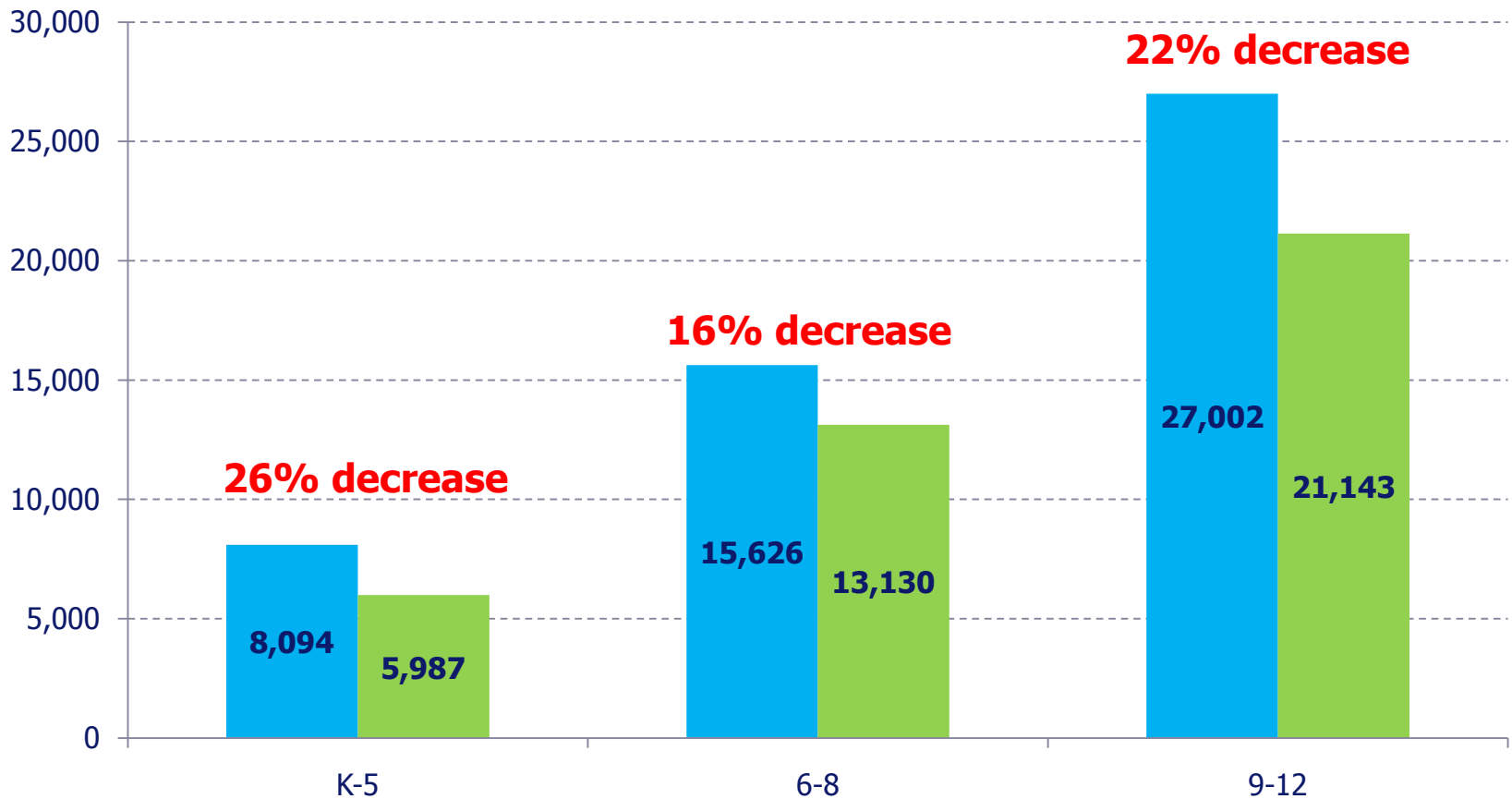
Suspension Gaps Shrinking, but Still Persist

Massachusetts Department of Elementary and Secondary Education
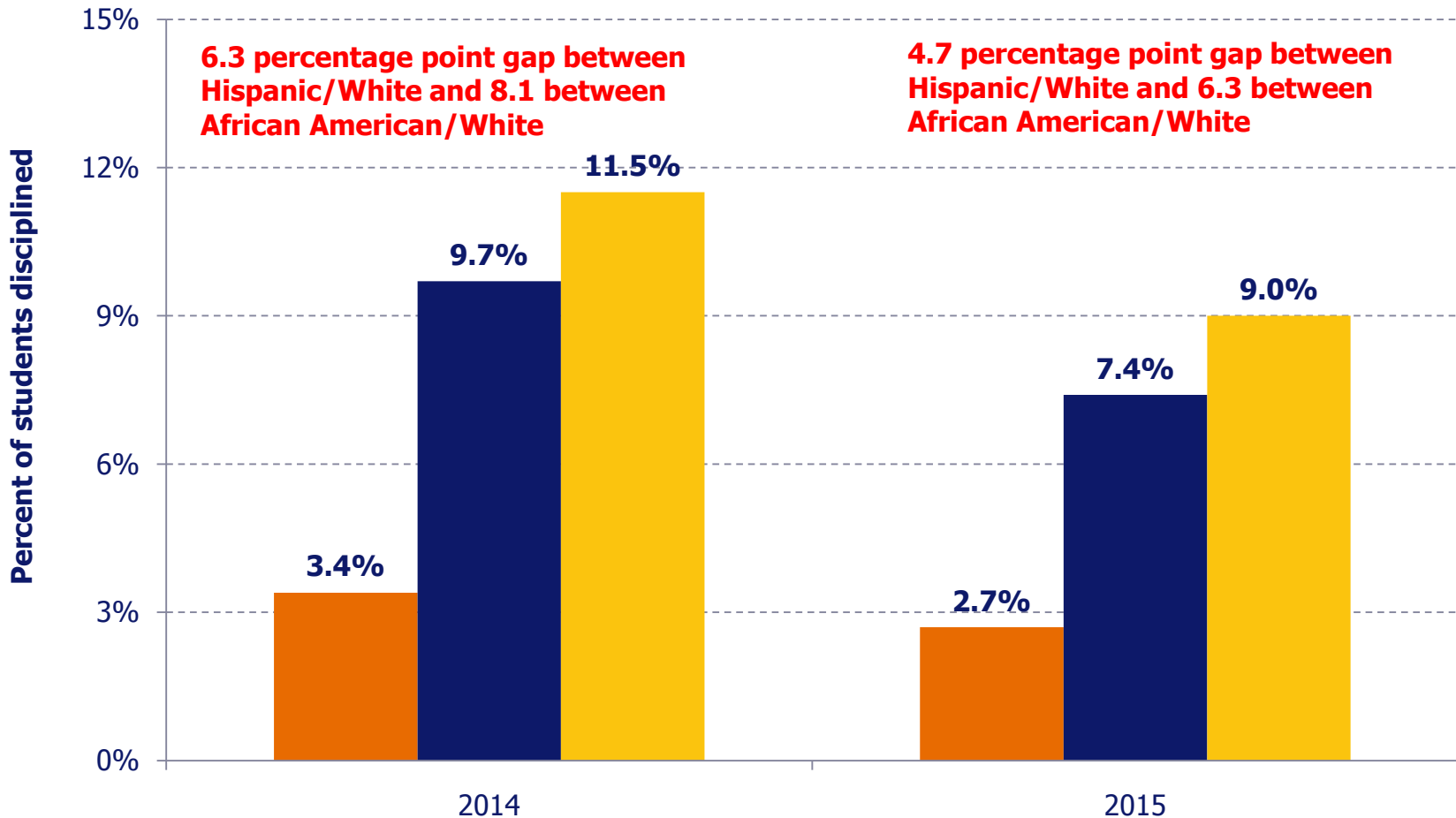
Varying Decreases in Offense Types

Massachusetts Department of Elementary and Secondary Education

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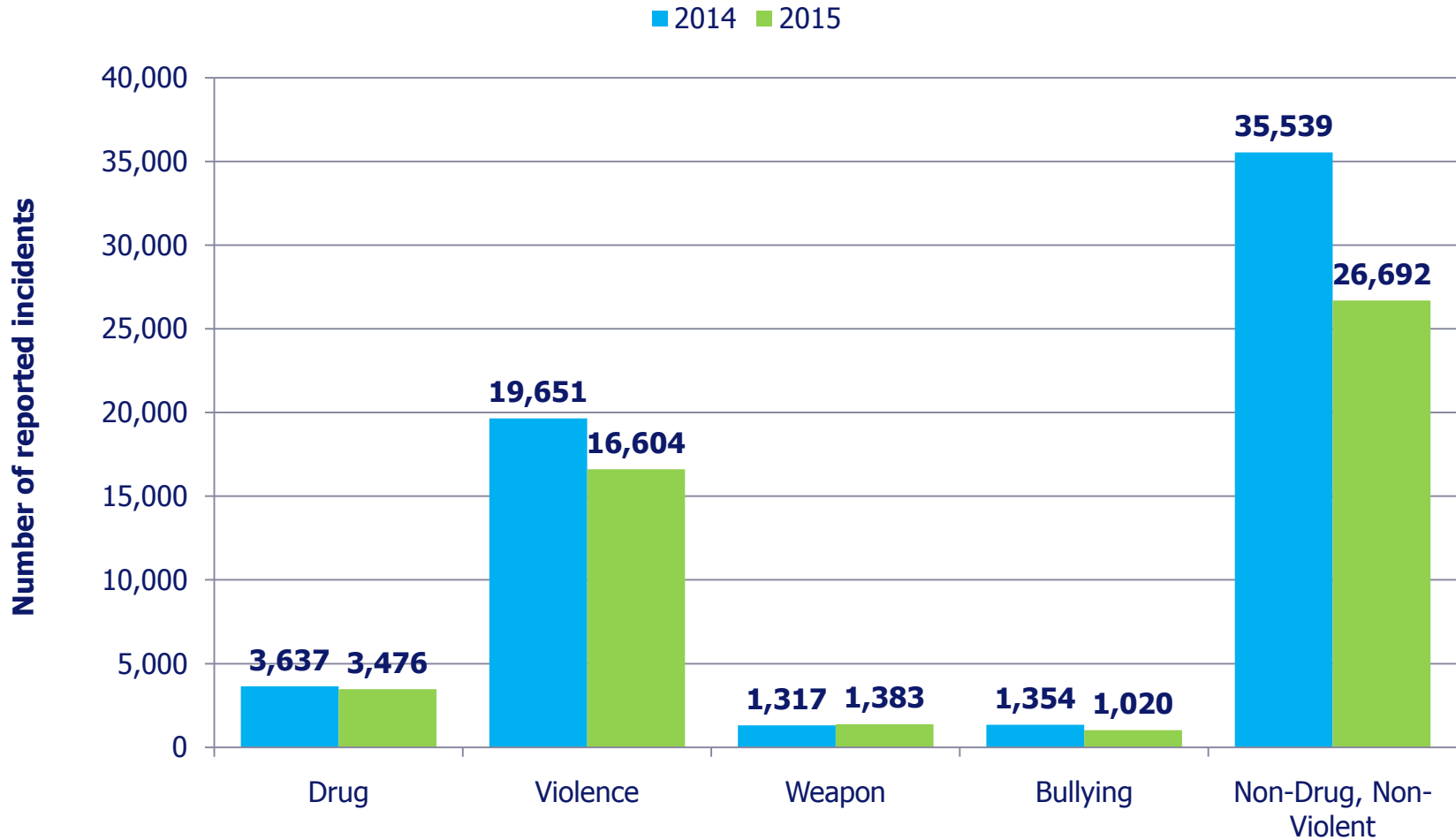
Where we are: Reorganization

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ESE Reorganization

★ Three main program centers
- ★ Educational Options
- ★ District Support
- ★ Instructional Support

★ Deputy Commissioner and assessment

★ Planning and Research
- ★ Resource Allocation Planning and Strategy

District Support Strategies

★ Promote equity, access and culturally proficient practices

★ Achieve meaningful improvement in student learning in chronically low performing schools and districts

★ Enhance collaboration between ESE offices in order to provide cohesive and impactful supports to schools and districts

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Core Values

★ All students, and especially our most vulnerable students — inclusive of low-income students, ELL students, students of color, and students with disabilities — will have access to high-quality educational opportunities and will experience high academic expectations to ensure greater equity in outcomes;

★ All educators are culturally proficient and honor as well as leverage diversity in their education practices;

★ All families and caregivers are valuable partners and help to create a rich educational experience for students; and

★ ESE will lead efforts to eliminate explicit and implicit bias, to dismantle racism and to promote social justice within ESE, districts, and schools.

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Center for District Support

★ Accountability and assistance

★ Data collection and analysis

★ Special services

Special Services

★ Approved Special Education Schools

★ Public School Monitoring

★ Special Education Planning and Policy

★ Special Education in Institutional Settings

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New Center in Action
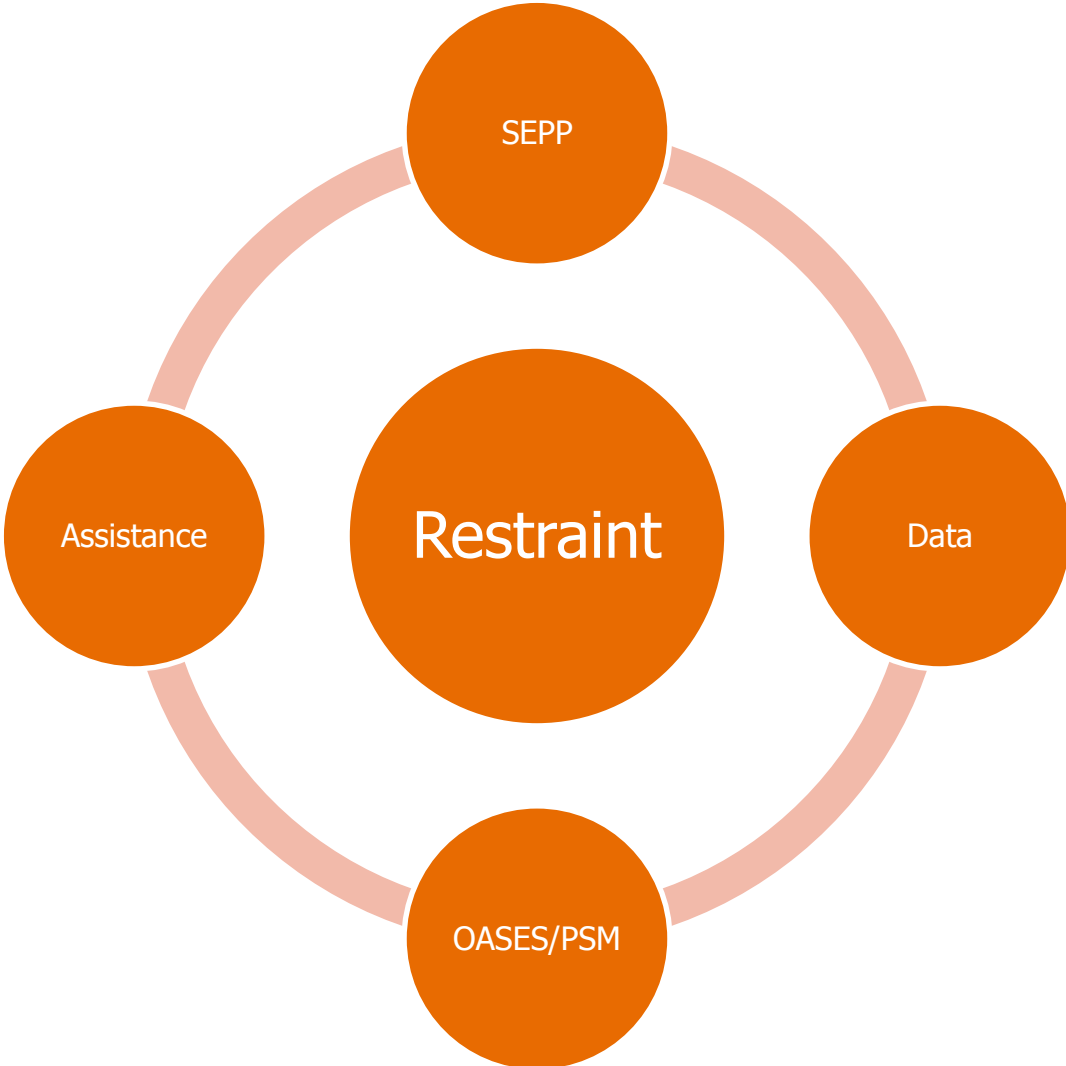
Where we're going: ESSA

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EDUCATION

Accountability framework under ESSA

★ Maintains NCLB's annual testing requirements

★ Requires states to incorporate a 95% assessment participation requirement into the accountability system

★ Requires system of "annual meaningful differentiation" for all public schools

★ Requires states to establish "ambitious state-designed long-term goals" & measures of interim progress, for all students and subgroups including a focus on gap closing

Accountability framework under ESSA

★ Requires states to include the following indicators in an accountability system

- ★ Academic achievement based on annual assessments in ELA, math and science
- ★ A measure of student growth or progress for elementary and middle schools.
- ★ Graduation rates for high schools
- ★ Progress in achieving English proficiency for English language learners
- ★ At least one measure of school quality or student success

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ESSA accountability transition timeline

Year	Federal context
2015-16	**ESEA flexibility waiver** • Current accountability requirements
2016-17	**Transition year** • Support low performing schools while reconsidering design of system
2017-18	**ESSA** • New accountability requirements

Planning for transition to 2017-18

April-July 2016	July-October 2016	October – Dec 2016	Dec 2016 – March 2017
Listening	**Modeling**	**Listening**	**Revising**
External stakeholders	ESE staff	External stakeholders	External stakeholders
ESE staff	BESE	ESE staff	ESE staff
			BESE

Potential indicators for consideration

Core Indicators

* ★ ELA, math and science participation and achievement
* ★ ELA and math growth
* ★ 4/5 year graduation rate
* ★ Annual dropout rate
* ★ English language proficiency results

Additional Indicators

* ★ Conditions for Success
  * ★ Chronic absenteeism (All)
  * ★ Climate and culture (All)
  * ★ 9th grade course passing
  * ★ Annual course-taking (HS)
* ★ Opportunity
  * ★ Access to the arts (All)
  * ★ Access to aspirational curriculum (All)
  * ★ Advanced coursework (HS)

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Public feedback forums

★ Monday, November 14th – Boston

★ Monday, November 21st – Shrewsbury

★ Tuesday, November 29th – Brockton

★ Thursday, December 1st – Holyoke

★ Tuesday, December 6th – Salem

Any recommendations on specific feedback we should be looking for related to accountability?

Approved Special Education Schools Update

Nina Marchese, Director

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Problem Resolution Office Update

Barry Barnett, Director

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ELEMENTARY AND SECONDARY
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Problem Resolution System Office (PRS)

The Problem Resolution System (PRS) is the Department's process for addressing complaints from the public about students' educational rights and the legal requirements for education. We are tasked with the timely resolution of complaints in a manner that is accurate, comprehensive and fair.

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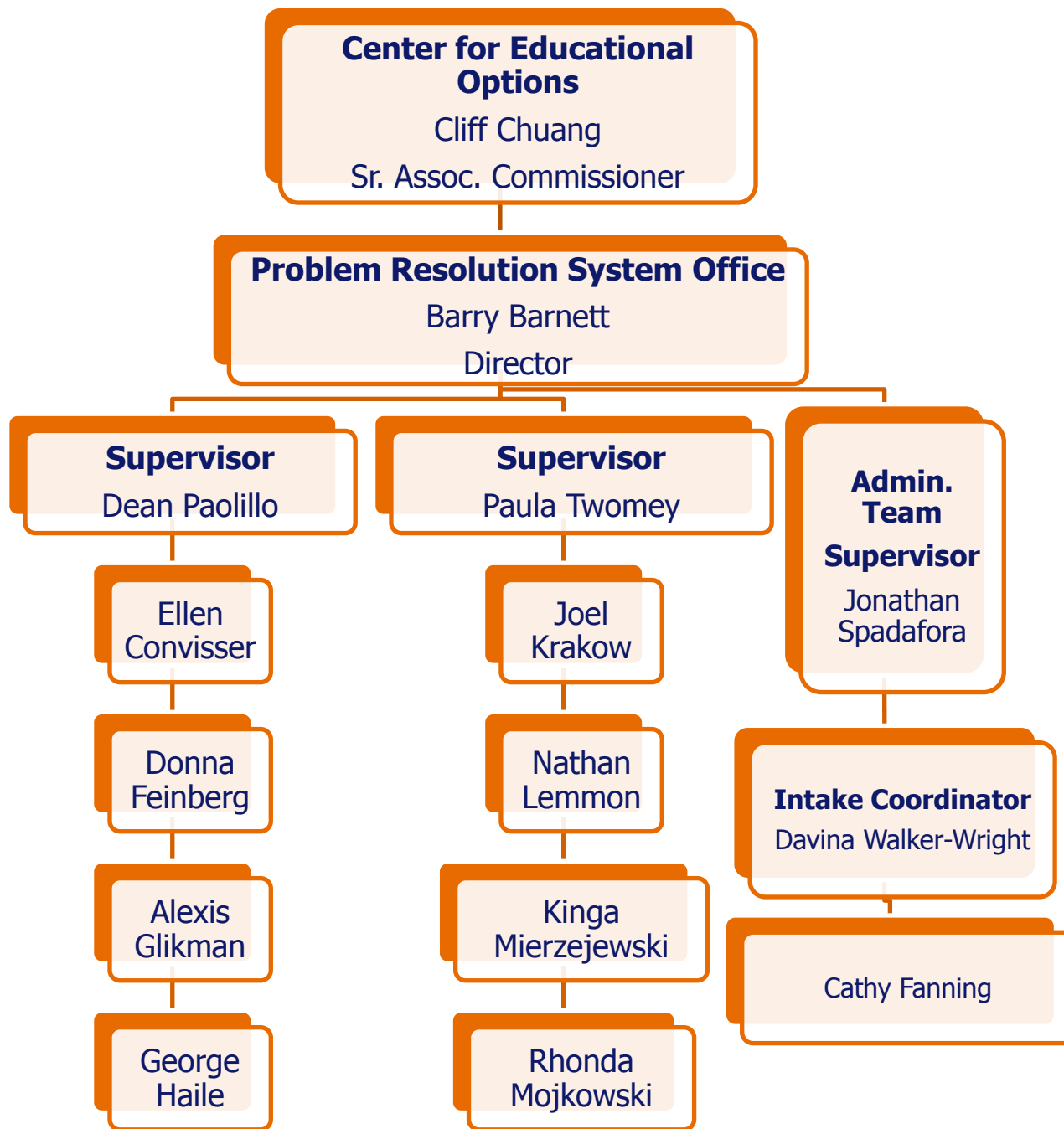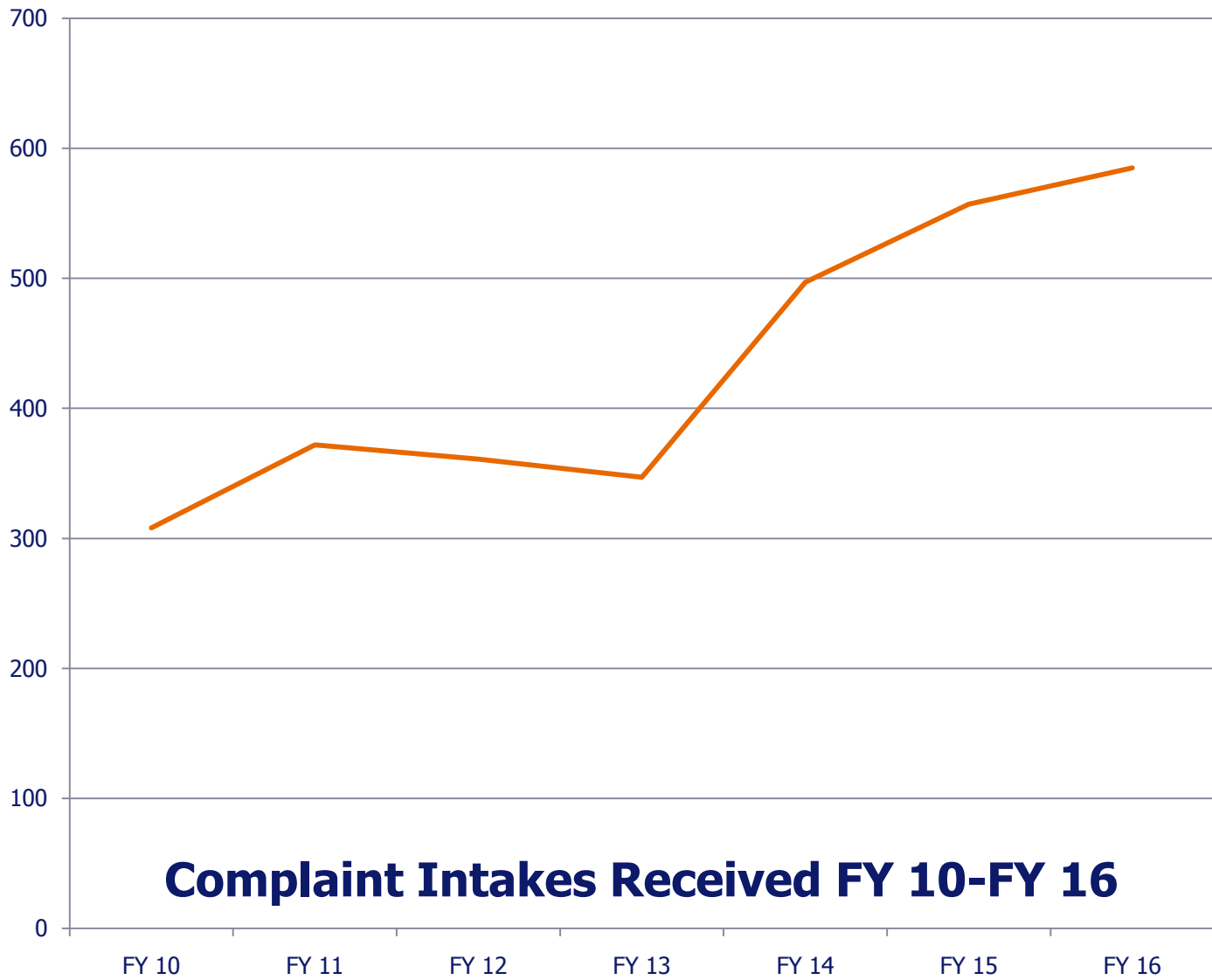
Complaint Intakes Received FY 10-FY 16

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PRS Updates

Approved Public Day School applications for re-approval:

★ These were due on October 1.

★ Interim procedures are in place while the system is being reviewed and rebuilt

★ Approvals will be issued through September 30, 2017

★ APD applications are reviewed and urgent notices (safety issues) being issued within 3 business days.

★ Note about APD v. Alternative programs

★ Note about 18-22 y.o. programs

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- ★ * **NEW* Alternative Compliance Waiver form for Special Education PAC requirements.**
  - ★ To address requirements of the SEPP advisory Administrative Advisory 2015-1R issued in March, 2015.
  - ★ These waivers are issued for 3 years

- ★ ***Revised* Form 2 Incident Reporting through WBMS** (will be in place soon)

- ★ ***Revised* Restraint Reporting Form** (online now)
  - ★ Updated to respond to the specific requirements of the updated regulations 603 CMR 46.00 effective 1.1.16.
  - ★ Must report to ESE <u>any</u> staff/student injuries sustained in a restraint.

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PRS Updates Cont'd

★ ***NEW* PRS Intake forms (online now)**
  ★ Reformatted for clarity, user friendly
  ★ Adds a clear statement from parent allowing 3rd party access for advocates, attorneys, etc.

★ PRS intake forms and PRS guidance information on ESE website is now translated into 9 major languages on the PRS webpage.

★ **"Remedy of Remedy"** Remedy is our online system for complaint data management. It's getting a long overdue ground-up rebuild or replacement. In has been in place since 2000.

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Remedy of Remedy

More PRS Sharing Solutions Sessions

★ **November 2 (10-3)**
Green Computing Center Holyoke, MA

★ **November 8 (10-3)**
Wachusett Regional H.S. Holden, MA

★ **November 10 (10-3)**
DESE Offices Malden, MA

Problem Resolution System Office

www.doe.mass.edu/pqa/prs

781-338-3700

Thank you!

Public School Monitoring Office Update

Vani Rastogi-Kelly, Director

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Public School Monitoring: Who We Are

- ★ Vani Rastogi-Kelly, Director
- ★ Tim Gallagher, Assistant Director
- ★ Elizabeth Ahern
- ★ Michael Barrett
- ★ Joan Brinckerhoff
- ★ Deborah Conover
- ★ Jane Ewing, Supervisor
- ★ Sandra Hanig
- ★ Thomas Hidalgo
- ★ Amy Krukonis
- ★ Andrew MacKenzie
- ★ Matthew Nixon
- ★ Marc Oldenburg
- ★ Sally Orme
- ★ Amy Paulin, Supervisor
- ★ Sarah Peisch
- ★ Nermina Peric
- ★ Michelle Poulin, Supervisor
- ★ Christine Romancewicz
- ★ Fabio Scarcelli
- ★ Doryce Smith
- ★ Corey Steinman
- ★ Jayme Szymczak
- ★ Erin VandeVeer

What is Web-based Monitoring?

★ <u>Web-Based Monitoring System</u>
- A web-based electronic environment containing templates, checklists, and other materials that are used by school districts and PSM staff throughout the monitoring process.

- A shared electronic repository where both school districts and PSM can communicate and review self-assessments, materials, reports and documents. It provides easy access and more efficient communication between the district and PSM.

- The system is accessed through the security portal in which districts complete and submit the self-assessments.

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Phases of the Coordinated Program Review Through WBMS

District Self-Assessment on SE, CR & ELE Criteria → PSM Desk Review → District Orientation

Range of Onsite Activities → Report Preparation and Dissemination → CAP Development and Approval

Progress Reports → Mid-cycle Review for Special Education

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Phases of WBMS

➤ District Self-Assessment on SE, CR & ELE Criteria:

- SE & ELE student record review and submission
- SE, ELE & CR document review and submission

➤ PSM Desk Review:

- Review of district/charter school self-assessment
- Review of district/charter school - specific data
- Identify onsite activities and Indicator data needed

➤ District Orientation

- The PSM Chair covers the on-site review process and provides guidance on the submission of the Smart Form data needed for Indicators 11, 12 and 13

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Phases of WBMS, continued

- Range of Onsite Activities:
  - SE & ELE student record review
  - SE, CR & ELE document review (when necessary)
  - Parent surveys and interviews
  - Observations
- Report Preparation and Dissemination
- CAP Development and Approval:
  - Onsite technical assistance
  - Electronic transmittal, review and approval
- Progress Reports:
  - Electronic transmittal, review and approval
- Mid-cycle Review for Special Education

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Why Use the Self-Assessment Process?

1. Promote district/charter school ownership of ongoing continuous improvement and compliance with current federal and state regulatory requirements.

2. Opportunity for the district/charter school

   ★ To review current policies, procedures and local practice.

   ★ To take steps to remedy any issues or concerns prior to the DESE onsite visit to come into compliance.

   ★ Focus on improving outcomes for students.

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Impact of Reviews

★ Programmatic Development

★ Reallocation of Instructional Spaces for Students With Disabilities

★ Increased Staffing

★ Increased Professional Development Opportunities

★ Increased Collaboration

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What's New?

PSM is working with SEPP for data collection for following indicators:

- ★ Indicator 11 – Initial Evaluation Timelines
- ★ Indicator 12 – Early Childhood Transition
- ★ Indicator 13 – Secondary Transition

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What Else Is New?

★ Coordinated Program Review Final Reports will now focus on areas of commendation and strength, as well as areas requiring corrective action.

1. Allows PSM and districts to focus attention on specific criteria in the report.

2. Reduces the amount of unnecessary paper being printed.

What Can PSM Do for You?

★ Provide training on the WBMS process

★ Provide support to districts through the WBMS self-assessment phase

★ Provide clarification of the regulatory requirements

★ Provide training on the Corrective Action and Progress Reporting phases

★ Provide assistance in developing an appropriate Corrective Action and Progress Reports

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CPR Computer Lab Training Sessions 9:00–2:00

- ★ November 15, 2016   Tri-County VoTech, Franklin
- ★ November 28, 2016   Pittsfield Public Schools
- ★ November 29, 2016   Great Lawrence Tech, Andover
- ★ November 30, 2016   Diman Tech High, Fall River
- ★ December 1, 2016   Algonquin Regional High School, Northborough
- ★ December 2, 2016   Lower Pioneer Valley Collab., W. Springfield
- ★ December 5, 2016   Bedford Public Schools
- ★ December 6, 2016   Blue Hills Tech High, Canton
- ★ December 7, 2016   DESE, Malden
- ★ December 8, 2016   Marblehead Public Schools
- ★ December 9, 2016   DESE, Malden
- ★ December 12, 2016   DESE, Malden
- ★ December 13, 2016   Blue Hills Tech High, Canton
- ★ December 14, 2016   DESE, Malden
- ★ December 15, 2016   Lowell Public Schools (*Lowell Staff ONLY*)
- ★ December 16, 2016   Barnstable Intermediate School, Hyannis

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Public School Monitoring Office

http://www.doe.mass.edu/pqa/review

781-338-3700

Thank you!

Questions and feedback

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