Portland Public Schools: Special Education Review

Who are we?

The Urban Collaborative is a national network of more than 100 school districts.

Our mission is to improve educational outcomes and life opportunities for children and youth with disabilities in urban schools through leadership development.

We are committed to sharing and influencing knowledge, research and policy to increase inclusive special education services in schools and decrease the disproportionate representation of culturally and linguistically diverse students in classification rates, separate educational environments and disciplinary actions. We believe that improving education for children with disabilities improves education for all students.

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Leading Equitable & Inclusive Education

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Teachers College
Arizona State University

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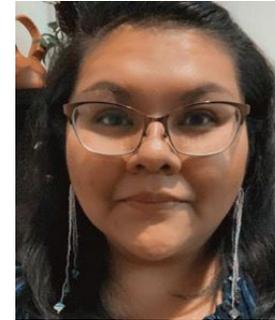
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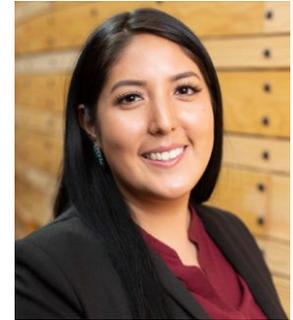
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Our goal

To provide Portland Public Schools with a review containing actionable recommendations that support the District's mission and vision through the provision of high quality, evidence-based, and inclusive special education supports and services for **every** student, **every** graduate.

Portland Public Schools Vision
A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Portland Public Schools Mission
We provide rigorous, high-quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.

Why now?

Innovation
The pandemic required educators to innovate and change. Use this mindset and momentum to imagine and plan for a stronger district.

New Leadership
There are multiple new leaders throughout the district including a new special education leader. This is a natural time for clarity and change.

District Strategic Plan
The 2021-2025 Strategic Plan prioritizes critical elements needed to support equitable and inclusive special education. Implementing the recommendations within this report when unpacking and actualizing the Strategic Plan is efficient and supports sustainability and authentic systems change.

Continuous Improvement
Portland Public Schools has sent a strong message that they want our honest guidance that will support their continuous improvement.

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Thematic Drivers:
The "why" behind our recommendations

Equity/Social Justice - Special education was created to protect the civil rights of students with disabilities. Our work addresses the systemic barriers (technical and adaptive) blocking the success of students with disabilities. We work with the awareness that barriers are intensified when disability intersects with race/ethnicity.

District Reform - Special education supports and services, when implemented effectively, raise the bar for all students, not just those with disabilities. Special education must be conceptualized as a service, not a place to realize these benefits.

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Our process

- Student and district-level data collection and analyses
- Stakeholder Interviews
  - Over 100 employees, caregivers and students
  - Data analyzed for themes and trends
- Survey data collection and analyses
  - Portland Public School Staff (645)
  - Families of Portland Public School students with disabilities (559)
- Observational data collection and analyses
  - Elementary
  - Middle
  - High

Our process

- Themes and common messages were culled from each of these data sources.

- Clusters of themes/common messages were used to inform recommendations.

- Each recommendation includes suggested initial action steps or entry points.

- Each recommendation fits underneath one of the four themes of the 2021-2025 Portland Public Schools strategic plan.
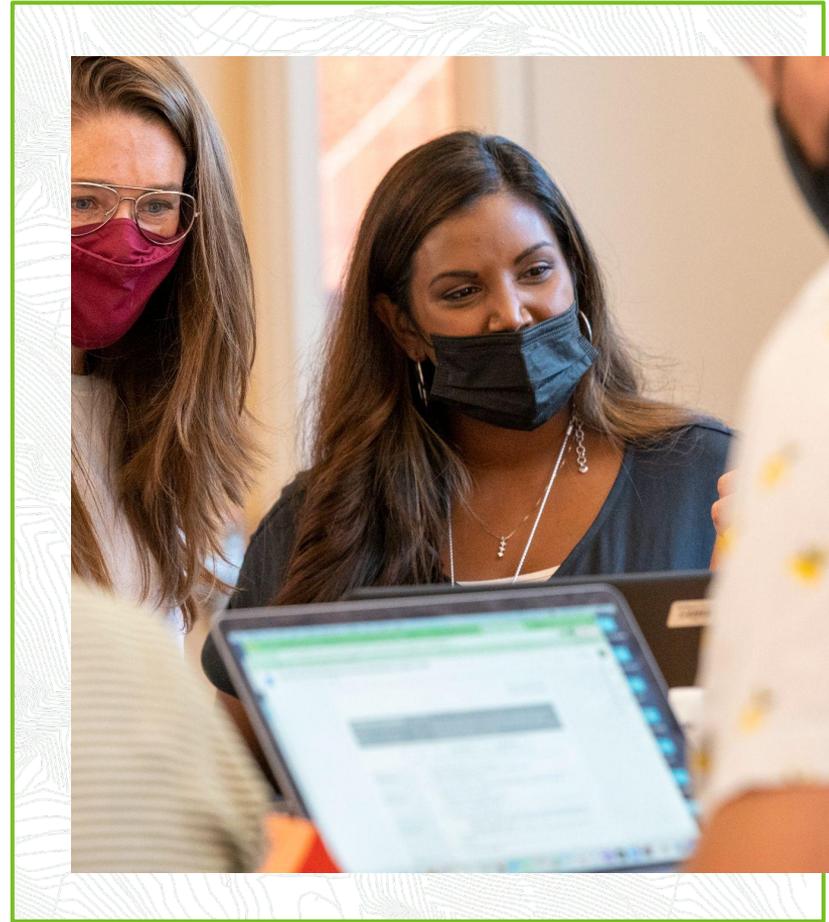

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District strengths

Build upon these strengths support the growth of effective and inclusive special education services throughout Portland Public Schools.

The 2021-2025 District Strategic Plan centers equity and inclusivity, providing an opportunity to integrate special education improvements into District strategic priorities. Our recommendations are structured around the Strategic Plan's four themes:

1. Racial Equity and Social Justice
2. Inclusive and Differentiated Learning for Every Child
3. Professional Excellence and Support
4. Embracing Change

The District is working with **Solution Tree** to facilitate the work of professional learning communities. Professional Learning Communities are rooted in professional collaboration. Professional collaboration is at the heart of successful special education service delivery and leadership.

Special Education staff are valued and appreciated by caregivers, colleagues and educational leaders. We collected numerous specific stories of appreciation for building-based teachers and related service providers. The Senior Director of Special Education and his teams are seen as present, positive and collaborative partners in the work.

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District strengths

Portland Public School staff value the parents, guardians and caregivers of students with disabilities. They are considered partners in the educational process. There was great appreciation for the Family Engagement Specialists.

The Portland Public Schools Professional Educator Contract contains three elements that, when implemented thoughtfully, can support the provision of professional development and the time and structure
for professional collaboration.

- 30 Tuesdays a year for meetings/trainings
- Individual planning time
- "Paperwork days" for special educators

The District's data is easy to access and appears to be very "clean", providing a high degree of integrity.

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District Strength & Challenge/Vulnerability

Strength

Portland Public Schools is in the process of conducting a number of reviews in order to examine current practices and develop recommendations to strengthen the district's practices.

Challenge/ Vulnerability

The district is significantly departmentalized, resulting in siloed work which leads to a lack of coherence across the system. The recommendations within the reviews need to be considered together and used to change the district systems, not just the departments being reviewed.

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District Challenges & Vulnerabilities

These items will undermine special education improvement efforts if not explicitly addressed throughout the continuous improvement process.

While the District's strategic plan clearly names equity and inclusivity as core values, the clear perception exists among teachers, leaders and parents that disability **is not** included in the District's racial justice and equity work.

Special Education in Portland Public Schools exists as a series of physical placements as opposed to a continuum of services to which all students should have access. This program-centric model has resulted in students with disabilities being denied access to core curriculum and instruction and an education with their non-disabled peers.

Siloed organizational structures are a barrier to instructional collaboration and resource allocation at all levels (district, school, classroom). These rigid structures keep special education existing as a separate entity as opposed to an integrated service at the district, school and classroom levels.

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District Challenges & Vulnerabilities

The district has not yet provided staff with appropriate, intensive, cohesive professional learning aligned to the district's vision and mission.

While the contract allows for individual teacher planning time, there is not yet a structure for collaborative planning and learning time between teachers in the contract.

Portland Public School District has a history of due process litigation that centers around three common procedural themes.

- FAPE
- Child Find
- Placement

Focusing improvements in these three areas will save the District resources of time and money by decreasing the prevalence of litigation.

District Challenges & Vulnerabilities

Achievement of Students with Disabilities

66%
ELA – All

24%
ELA – SWD

54%
Math– All

17%
Math– SWD

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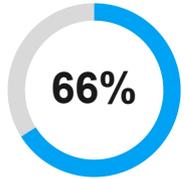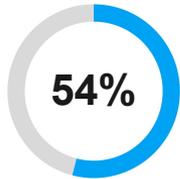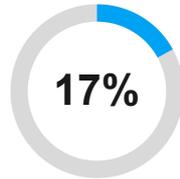
Recommendations

Special Education improvement efforts must be integrated into Portland Public School's strategic priorities; therefore, recommendations have been organized under the four themes of the 2021-2025 Portland Public Schools strategic plan.

1. **Racial Equity and Social Justice**
2. **Inclusive and Differentiated Learning for Every Child**
3. **Professional Excellence and Support**
4. **Embracing Change**

Prior to sharing the recommendations related to each theme, the theme is unpacked through the special education context.

Our recommendations are shared with suggested initial action steps or entry points.

Each recommendation will support Portland's mission to provide equitable and inclusive educational supports and services for all students.

Theme 1: Racial Equity and Social Justice

"

As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students. We have to attack racism and longstanding, structural inequities in our system. We have to remove barriers to teaching and learning. We have to create a sense of belonging for everyone. And we will establish a Center for Black Student Excellence, a constellation of built environments and a designated set of culturally responsive strategies that celebrate and advance Black student achievement at PPS. The issues of race, racism and racial equity are important to the strategic plan as a whole—and they suffuse other themes and action areas throughout. It is important that all stakeholders see opportunities to confront racism and promote equity in every element of our plan.

– Portland Public Schools
Strategic Plan
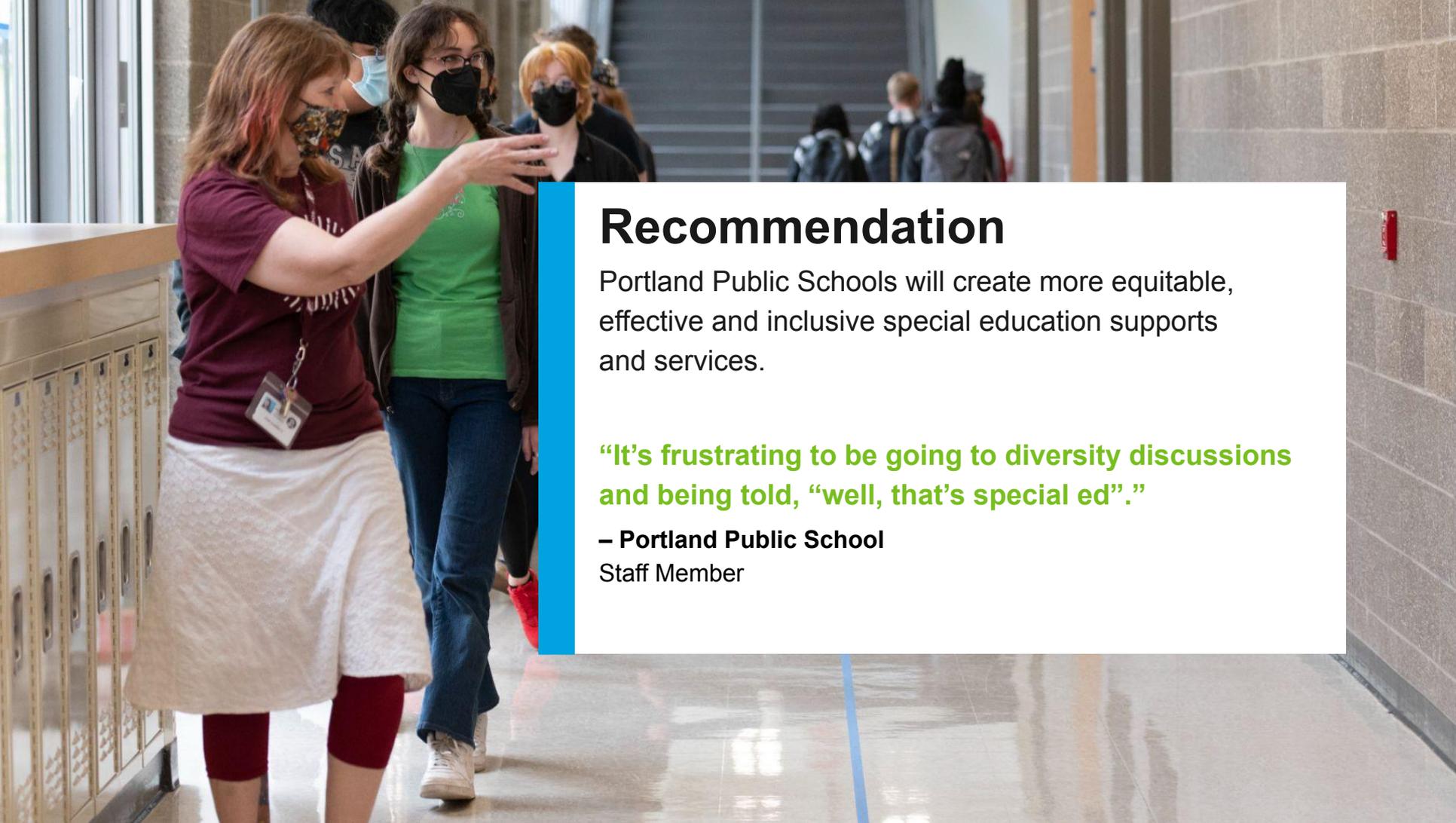
Recommendation

Portland Public Schools will create more equitable, effective and inclusive special education supports and services.

"It's frustrating to be going to diversity discussions and being told, "well, that's special ed"."

– Portland Public School
Staff Member

What is Special Education?

Context

- Special Education was created to mitigate discrimination and provide educational equity for students with disabilities.
- Special education is a service to do this work. It was never meant to be a separate place.
- The Disability Rights movement focused on equity and mirrored the Civil Rights Movement of the 1960s.

History of Special Education

- **Prior to 1970s** - Public schools were not legally required to accept students with disabilities
- **1960s** - Disability Rights Movement
  - Formed by people with disabilities and their families.
  - Modeled after the 1960s Civil Rights Movement focused on racial equity.

History of Desegregation

- **1954** - Brown vs. Board of Ed of Topeka
- **1964** - Civil Rights Act of 1964
- **1970s** - Implementation of Desegregation

Three laws stemming from the Disability Rights Movement that protect and support students with disabilities…

1973 – Section 504 of the Rehabilitation Act of 1975 (Section 504)

- Prohibits discrimination against otherwise qualified persons with disabilities in any program or activity receiving federal funds.

- Requirement - A student has a disability

**1975 – Individuals with Disabilities Education Act (IDEA)**

- Provides funding and regulations supporting students with disabilities to receive a free and appropriate education (FAPE) in the least restrictive environment (LRE)

- Requirement - A student has a disability and requires special education and/or related services

1990 – Americans with Disabilities Act (ADA)

- Prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities.

- Describes "the most integrated setting" as one that "enables individuals with disabilities to interact with nondisabled persons to the fullest extent possible."

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Even with these equity-focused laws, special education can still be used as a tool of discrimination…

- Black, indigenous people of color (BIPOC) are overrepresented in the population of students with disabilities, are more likely to receive their education in a separate special education environment, and are more likely to be on the receiving end of exclusionary disciplinary actions, such as suspension. This is *disproportionality*.

- And this has been the case as long as special education has existed…

- In 1965, just one year after the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin, there were allegations that schools in San Francisco used "special education classes as a cover for segregation" (Harry,1995, p. 603). Dunn (1968) found that in the late 1960s classes with mentally retarded children served a disproportionate number of minority students.
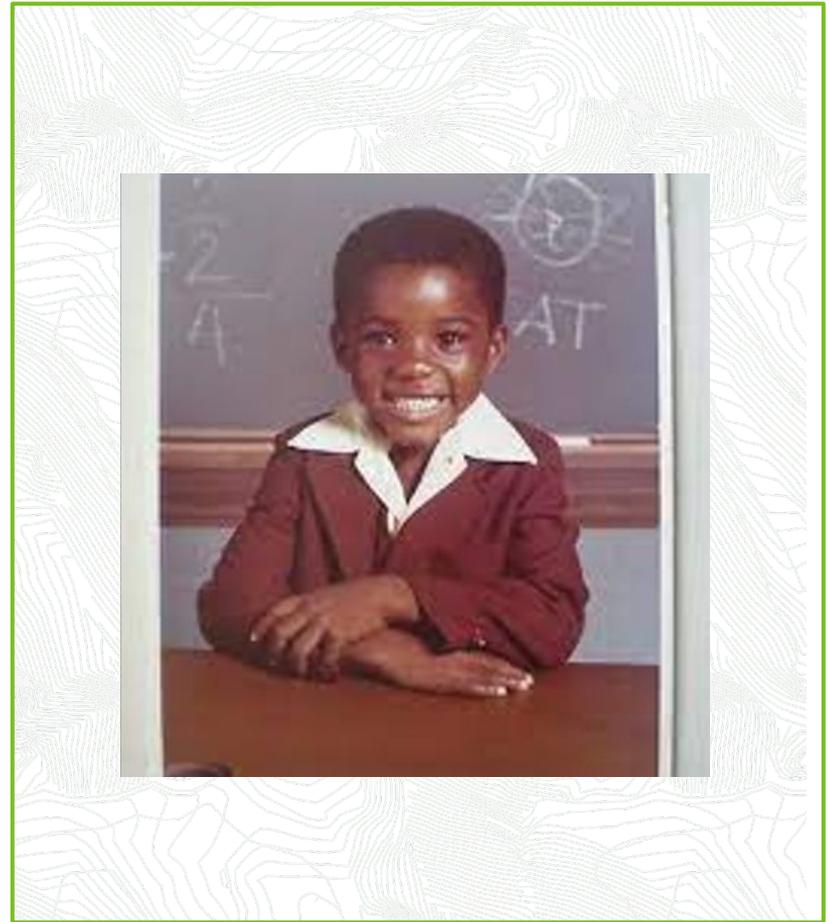
Student with Disabilities - Disability Classification

Percent of Students with Disabilities by Disability Classification & Race/Ethnicity, 2021-2022 (Exhibit #3 in Appendix)

Examining the students with disabilities by race, we can see:

- **Black/African American** students are 9% of the total school population, yet are **overrepresented** in the disability categories of ED (14%), OHI (12%), SLD (15%), and DD (15%)
- **Latino** students are 17% of the total school population, yet are **overrepresented** in the disability categories of CD (20%), SLD (25%), and DD (20%)
- **White** students are 56% of the total school population, yet are **underrepresented** in the disability categories of SLD (45%) and DD (41%)

Why is this noteworthy?
Race/ethnicity do not have an influence on disability. Differences in percentages of students classified with a disability in various race/ethnicities need to be examined.

Recommendations: Racial Equity and Social Justice

Recommendation 1a

Unpack the District's vision and mission through the lens of special education as it applies to the educational experiences and outcomes of students with disabilities.

A

Include disability as an aspect of diversity.

B

Establish a consistent district definition of the term "inclusive."

C

Message clearly that the role of all educators is to teach students with disabilities.

D

Message clearly that the role of special educators is to directly support students with disabilities' access to the general education curriculum and the district vision and mission.

What would it look like for students of color who have disabilities to have racial inequities disrupted? What would it look like for their learning environments to be vibrant? What would it look like for all students with disabilities, with all of their intersectional markers to demonstrate excellence?

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Recommendation 1b

Structure central office to align with regional school clusters and to mirror collaborative teaching and learning structures that exist in the schools.

A

Structure central office so that all those responsible for the provision of education are working in tandem to make district-wide decisions and provide leadership support that will benefit all students and all leaders.

B

Establish a consistent district-level, multi-disciplinary meeting and communication structure to facilitate work between all those responsible for the provision of education.

C

Restructure roles and responsibilities within the Office of Special Education to better support effective and inclusive special education supports and services.

D

Reduce the organizational layers (not jobs) between the the Office of Special Education and schools.

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Recommendation 1c

Evolve to a neighborhood school model of service delivery for students with disabilities.

A

Develop a schematic of what each school would look like if students with disabilities were returned to their neighborhood schools. Study the incidence rates, grade level numbers and disability related needs within each school in order to begin to imagine the supportive structures, skill development and resources that would support a neighborhood school model.

B

Develop a staffing model where special education teacher FTE is assigned to each school based on a ratio that begins with the total number of students in the school (to support collaboration) and then a manageable caseload. Determine what constitutes a manageable caseload at each level.
(*Also referenced in Recommendation 4c*)

Recommendation 1c (continued)

Evolve to a neighborhood school model of service delivery for students with disabilities.

C

Engage students, family and community members through this redesign process to get input and buy-in.

E

Consider the impact of ADA improvements that need to be made for all schools to be accessible to all students.

D

Develop an implementation action plan that includes a communication plan and timeline.

F

Identify early implementers across the system who can serve as models.

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Recommendation 1d

Create a collaborative special education instructional model that is anchored in essential grade level standards, core curriculum, high leverage practices, and inclusive educational environments, which will replace separate special education programs.

A

Develop the capacity of special education and related services teams in each school to meet the needs of learners with diverse disabilities.

- Develop the capacity to provide flexibility of services based on student needs and instructional focus.
  - For example: Using the Learning Center for skill-building that is not part of a student's grade-level instruction (potentially for a section of a class period, rather than the whole class period) and providing access to grade-level curriculum in the student's general education classroom.

Recommendation 1d (continued)

Create a collaborative special education instructional model that is anchored in essential grade level standards, core curriculum, high leverage practices, and inclusive educational environments, which will replace separate special education

A (continued)

- Research and choose models and training for evidence-based practices of instructing students with disabilities.
  - For example: co-planning to co-serve, co-teaching, specialist problem solving consulting teams to general education teachers
  - Collect and use resources (books, videos, school visits) that help staff and families see the vision of an inclusive school and school district and understand that it is possible and when done well, an inclusive school will benefit ALL students, not just those with disabilities.

B

Develop an adult learning framework for the instructional model that describes the learning progression teachers will go through as they work toward mastery of the instructional model. (Adult Learning Framework: think "learning progression" for an adult practice.)

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Theme 2: Inclusive and Differentiated Learning for Every Child

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We celebrate the diversity of our students, and are working to provide differentiated learning experiences and supports that meet every child where they are, work with their interests, and enable them to thrive at PPS. We have a significant population who have varying abilities that require special attention and programs. Many students with disabilities, and those with complex learning needs, were not well-served by COVID-19 virtual learning. We need to strengthen educational offerings for every student, including those with disabilities, and expand resources for their physical and emotional safety. And we must make learning relatable and relevant for real-world contexts—for jobs, technology, and challenges of the future—for every student.

**– Portland Public Schools**
Strategic Plan
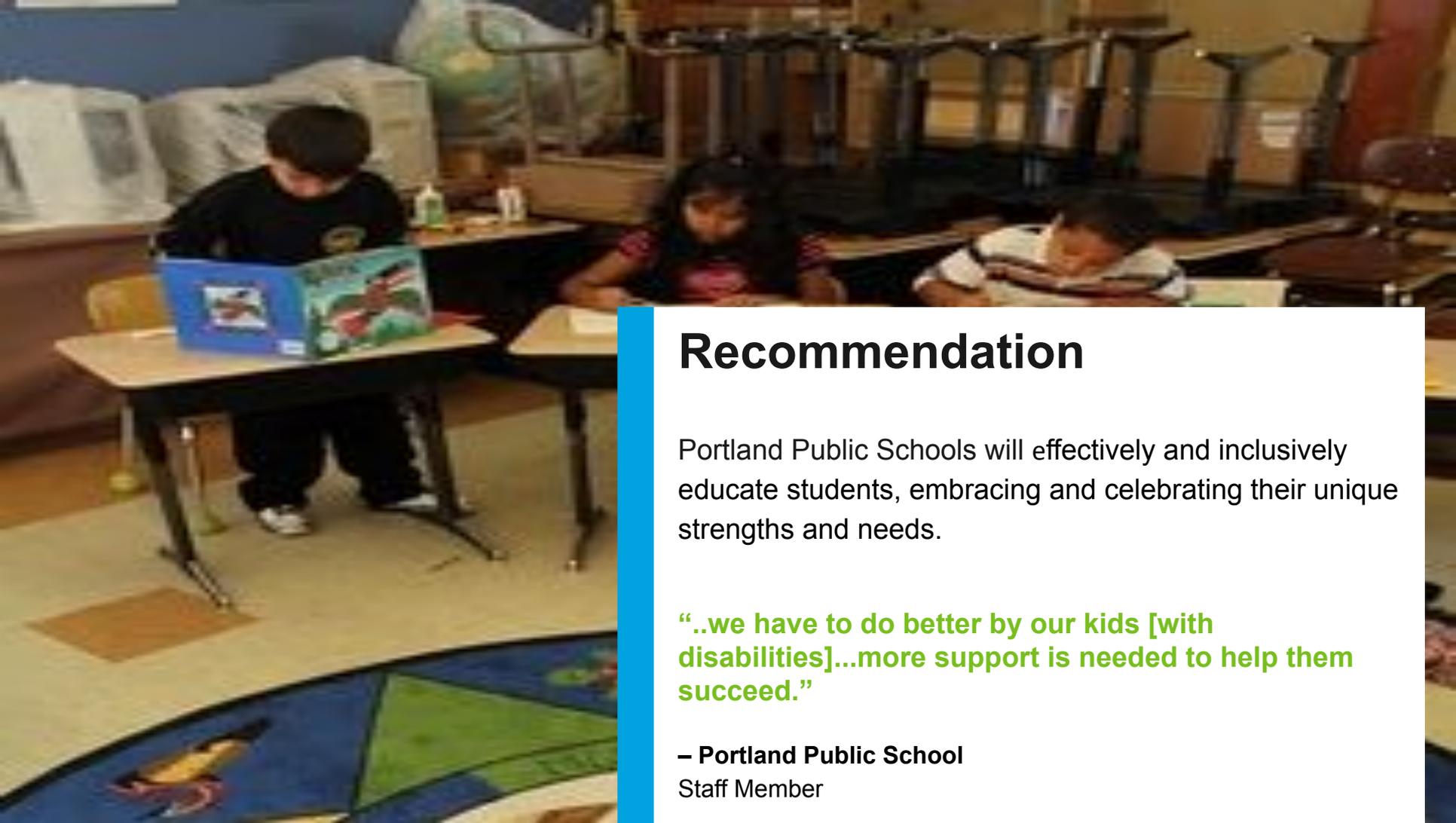
Recommendation

Portland Public Schools will effectively and inclusively educate students, embracing and celebrating their unique strengths and needs.

"..we have to do better by our kids [with disabilities]...more support is needed to help them succeed."

– Portland Public School
Staff Member

The Myth of Average

- The belief that we can use statistical averages to understand individuals…
- Scientists have come to realize that it's a myth, and over the last 10 years have been moving from averages to individuals…
- Unfortunately, education has not quite realized the myth yet, and so what we have is a situation where not only do we accept the idea of designing something for the individual based on the average, we actually promote it…
- The myth is that the average is fits for most people, when, in fact, it doesn't.

THE END OF AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE
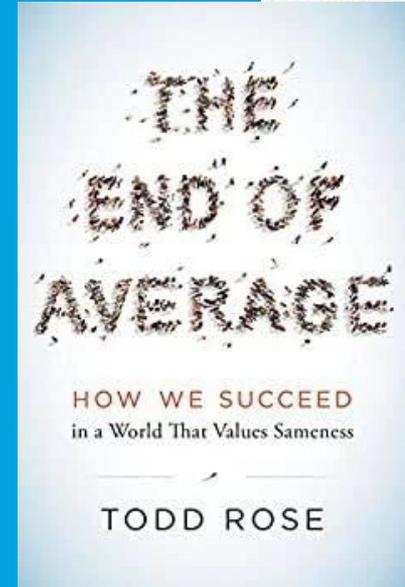
Pave a Path for All Students To Learn

Universal Design for Learning suggest that by providing multiple points of access, the curriculum will be accessible to more students and more students will have the opportunity to succeed. This is true for ALL students.

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What Do We Know About Teaching Students with Disabilities?

- The **more time students with disabilities spend in the general education classroom; the:**

    - Higher their scores are in reading and math

    - Fewer absences they have from school

    - Fewer referrals they have for disruptive behavior

    - Better outcomes they have after high school in the areas of employment and independent living.

- This was found for all students with disabilities, regardless of:

    - Their disability label

    - The severity of their disability

    - Their gender

    - Their family's socioeconomic status

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What Do We Know About Teaching Students with Disabilities?

The Least Dangerous Assumption (LDA) is to Presume Competence.

"The criterion of LDA holds that in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults."

Furthermore, "we should assume that poor performance is due to instructional inadequacy rather than to student deficits."

- Anne Donnellan, 1984

What Do We Know About Teaching Students with Disabilities?

No studies conducted since the late 1970s have shown an academic advantage for students with intellectual and other developmental disabilities educated in separate settings (Falvey, 2004).
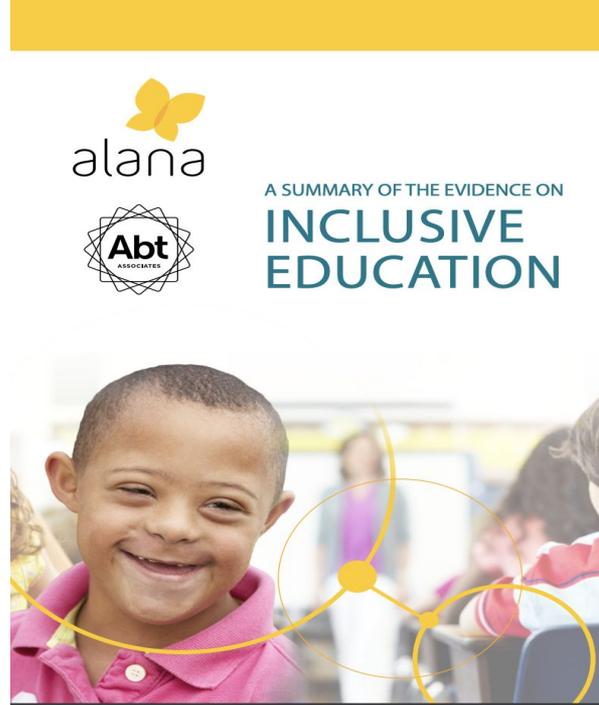
Federal law (IDEA) requires that students are taught in their least restrictive environment

IDEA: §300.114 LRE requirements - To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled

IDEA: §300.116 Placements - Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled

IDEA: §300.116 Placements - Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled

Students with Disabilities - Educational Environment by Disability Classification (Exhibit 11 in Appendix)

Less than 40% of the day in regular classroom | 40% to 79% of day in regular classroom | 80% or more of day in regular classroom

Intellectual Disability: 25%, 55%, 10%
Orthopedic Impairment: 38%, 17%, 25%
Emotional Disturbance: 6%, 20%, 55%
Autism Spectrum Disorder: 18%, 18%, 56%
Other Health Impairment: 5%, 11%, 78%
Specific Learning Disability: 1%, 4%, 93%
Communication Disorder: 1%, 3%, 93%
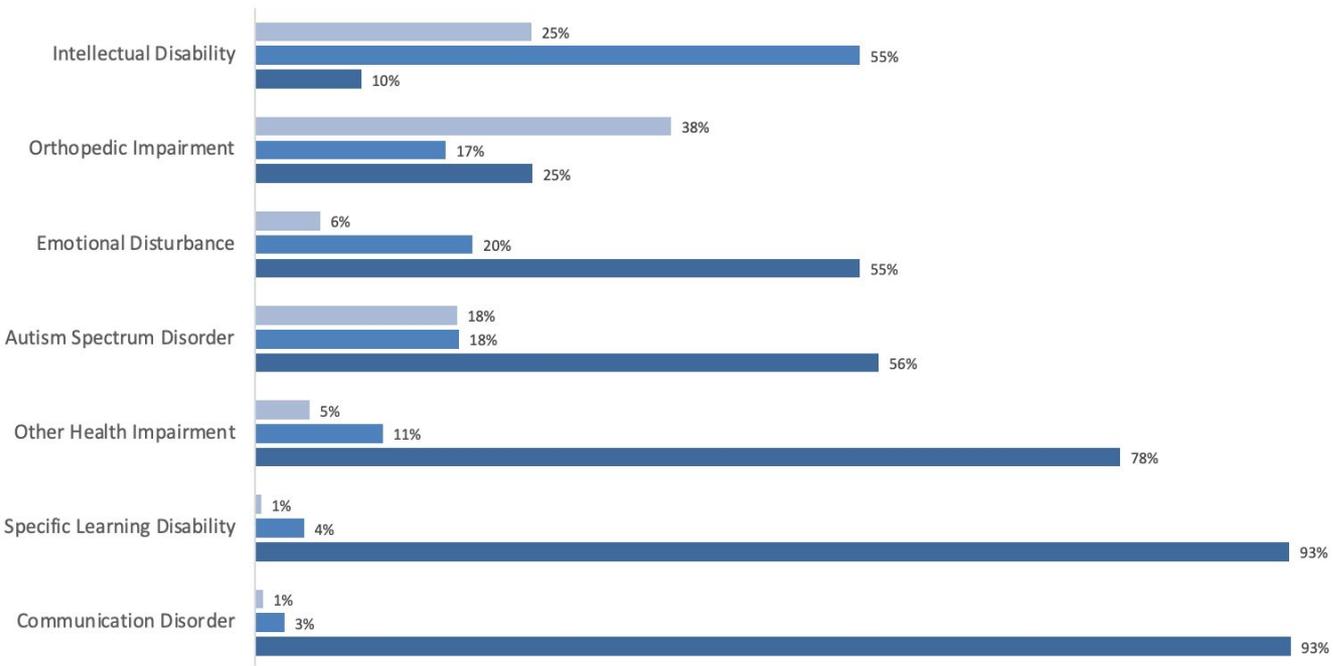
Examining the educational placement of students with disabilities by disability classification, we see a range of students' educational placements depending on disability classifications, from 93% of students classified as CD spending 80% or more of their day in the general education class to 10% of students with ID spending 80% or more of their day in the general education class.

Why is this noteworthy?
The benefits of a student's educational placement is found for all students with disabilities, regardless of their disability label or the severity of their disability.

Recommendations: Inclusive and Differentiated Learning for Every Child

Recommendation 2a

Assure that Portland Public Schools' Instructional Framework supports a vision for learning that applies to all students (assuring the inclusion of students with disabilities).

A

Adopt and support the principles of Universal Design for Learning as a key strategy to support all students' access to the general education curriculum.

B

Create cross content collaborative planning and professional learning structures that are inclusive of special educators to assure successful, inclusive implementation of the instructional framework.

C

Identify district wide priority strategies that are culturally and linguistically responsive and address all aspects of diversity, including disability and the intersection of disability and race/ethnicity, gender, language, etc.

D

Revise professional development structures and materials allocation models to include the development of special education teachers with their general education colleagues. Provide all special education teachers with the access to CORE and tiered instructional materials from the point of implementation.

Recommendation 2b

Develop a continuum of special education supports and services that include the District's multi-tiered systems of supports as well as District identified, vetted and supported specially designed instructional materials and strategies.

A

Develop abilities of IEP teams to identify students' strengths and disability related academic and social emotional/behavioral needs so that IEPs include individualized, flexible, and inclusive special education supports and services so that:

- Academic outcomes for students with disabilities increase.
- More students with disabilities spend more time in general education environments with general education curriculum and general education peers.
- Fewer students with disabilities are out of class due to disciplinary actions (in-school and out-of-school suspension, restraint, and seclusion).

Recommendation 2b (continued)

Develop a continuum of special education supports and services that include the District's multi-tiered systems of supports as well as District identified, vetted and supported specially designed instructional materials and strategies.

B

Develop guiding documents that define and support coherent implementation and sustainability of "fixed" district-wide common practices, such as adherence to IDEA and state regulations. To support this practice, remove the district created program page from the IEP.

C

MTSS TOSAs, Special Education TOSAs, and instructional coaches work collaboratively to support all teachers in implementation of the tiers of support provided to students.

D

Actively engage students with disabilities in their IEP process to ensure student voice and ownership leading to improved post-school outcomes.

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Theme 3: Professional Excellence and Support

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To become a world-class school district, we must hire talented people from diverse backgrounds and experiences. We also know that our world-class staff needs ongoing professional support and resources. This will require action across many forms, including better communication and coordination; career pathways for educators, building our educators' capacity in social and emotional support to students; and a culture of adult learning to accelerate student achievement.

– Portland Public Schools
Strategic Plan
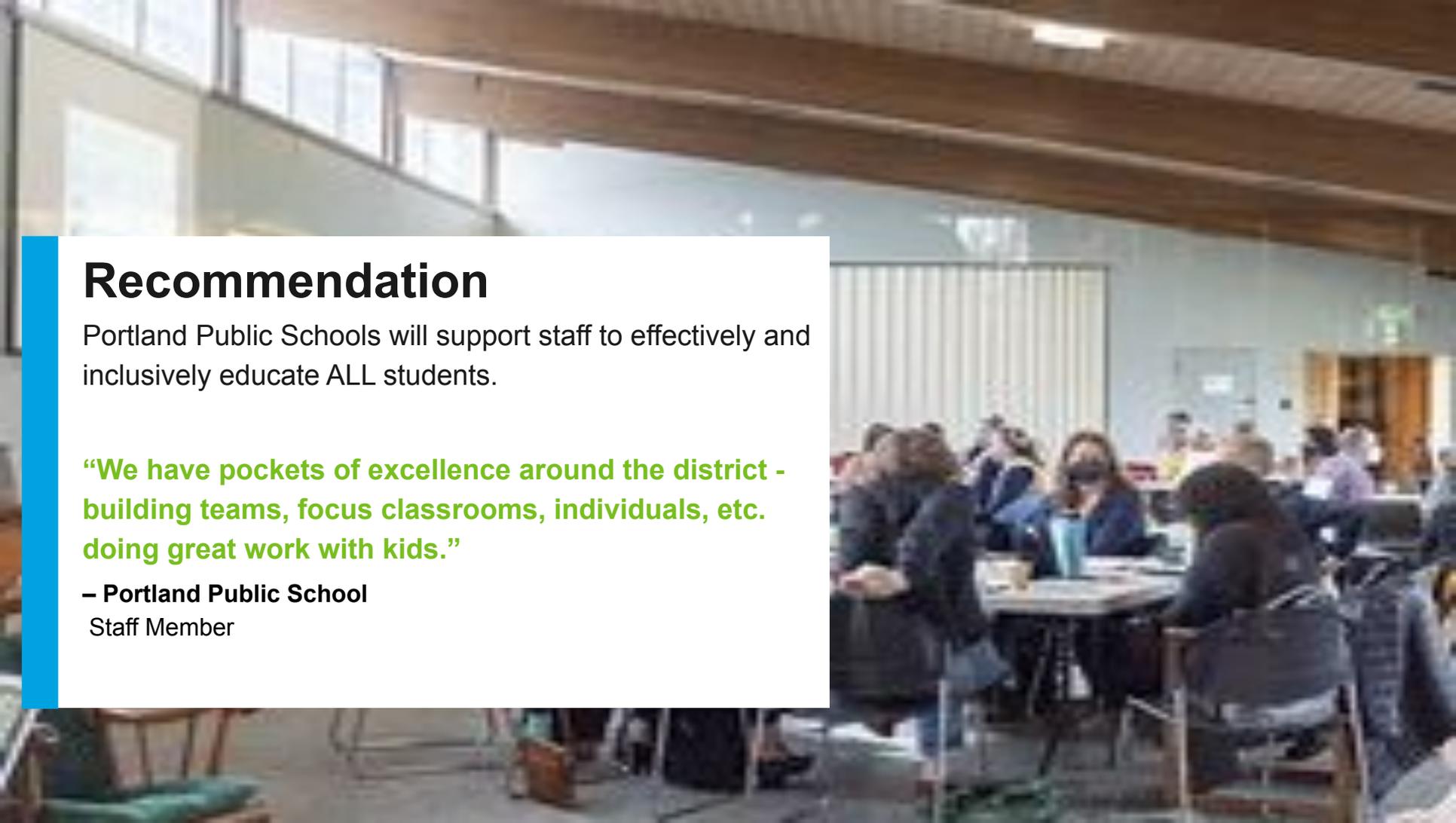
Recommendation

Portland Public Schools will support staff to effectively and inclusively educate ALL students.

"We have pockets of excellence around the district - building teams, focus classrooms, individuals, etc. doing great work with kids."

– Portland Public School
 Staff Member

Context

Common Factors Related to the Successful Use of Educational Best Practices in Implementation Science
<u>(Fixsen et al., 2005)</u>

1. Professionals receive training that includes coaching and frequent performance-based feedback.
2. Organizations provide administrative support and infrastructure for ongoing coaching.
3. Communities and consumers are fully involved in choosing specific programs and practices.
4. Federal and local policies, funding streams, and regulations create an environment that supports implementation.

(shared by Villa and Thousand, Urban Collaborative, December 2021)
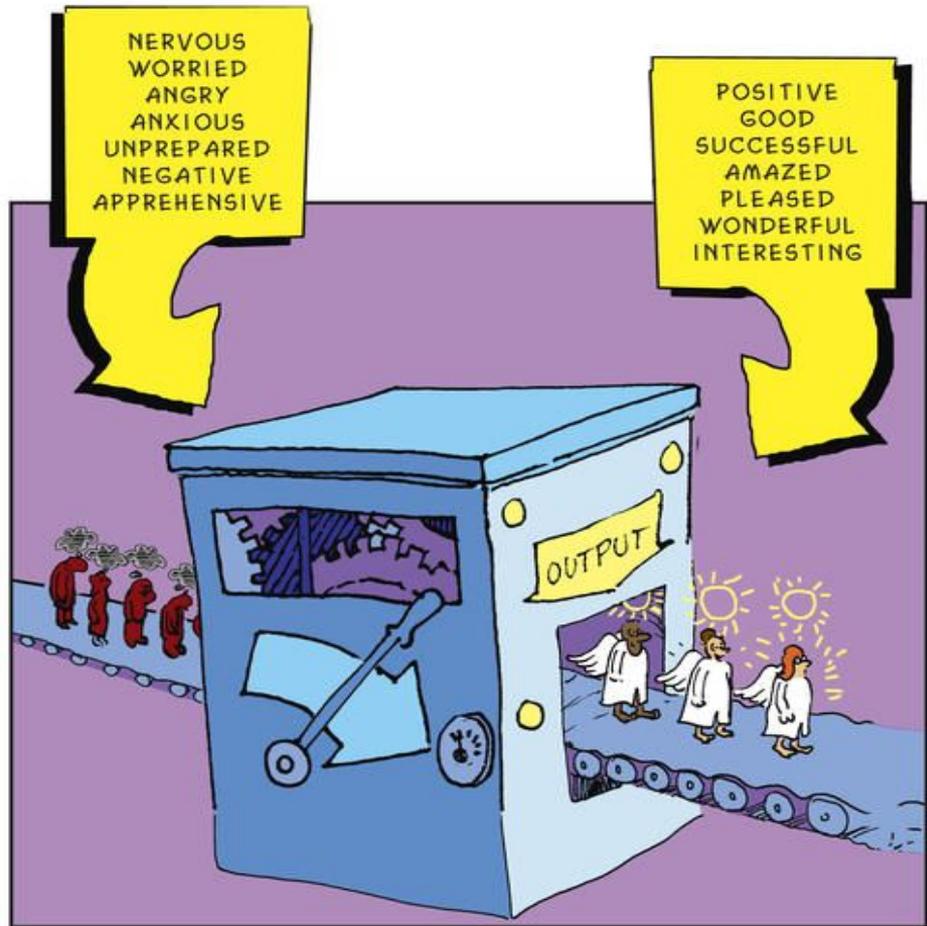
THE AMAZING INCLUSIVE EDUCATION TEACHER TRANSFORMATION MACHINE

Recommendations: Professional Excellence and Support

Recommendation 3a

Provide ongoing development for principals in leading for equity that includes leading for students with disabilities. Principals are instructional leaders for all students and all educators in their schools. Their leadership expectations must be clear and they must have professional development and coaching support in order to perform at expected levels.

A

Unpack Promoting Principal Leadership for the Success of Students with Disabilities (PSEL).

B

Consider a book study of the book, *What Every Principal Needs to Know to Create Equitable and Excellent Schools,* by Theoharis and Brooks. At a minimum review Chapter 7, Leadership for Inclusive Education.

C

Adopt People First Language across the system.

Recommendation 3b

Develop collaborative team structures in every school that focus on planning for learning for all students. Specifically naming this as a priority in your work with Solution Tree will be greatly helpful.

A

Clarify the concept of "individual planning time" that exists within the teacher contract to support the professional learning community model that the district selects and implements.

B

Ensure district level special education team leaders collaborate with MTSS leadership on the development of MTSS structures and systems in schools.

C

Continually embed collaborative practices and instructional strategies that support diverse learners into all professional learning provided for teachers (connection to the instructional framework).

D

Adjust current professional development planning models so that professional learning around instructional framework, CORE curriculum, "fixed" instructional strategies like Universal Design, and interventions is designed for and provided to ALL teachers including special education teachers.

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Recommendation 3c

Develop ongoing professional development structures that support all teachers' needs for continued growth in working with students with disabilities.

A

Develop and provide professional learning modules on key areas connected with instructional practices for students with disabilities to be used within schools with all staff during allocated Tuesday professional learning time

.

B

Develop a professional development menu of priority offerings that all special education teachers need to know and be able to do.

C

Provide specialized professional development for special education teachers working with students with highly specialized needs.

D

Develop and provide guidance and training on writing an IEP that is highly individualized, supporting the move from programs to services.

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Theme 4: Embracing Change

"

We need to create and support a culture open to positive change—as a system. The way we solve problems systematically, the way we build a culture and approach to successfully manage our work, the way we build trust and promote empathy, the way we communicate within our system and to our stakeholders—all of these are actions that require constant refinement and improvement.

– Portland Public Schools
Strategic Plan

Recommendation

Portland Public Schools will develop the systems and mindsets to effectively and inclusively educate all students.

"Educator mindset needs to change to reflect a value in inclusion and a sense of collective and individual responsibility to meet the needs of our diverse learners."

– Portland Public School
Staff Member

Context

To achieve sustained systemic change around equity and inclusivity that is embraced by all Portland Public School members, district leadership needs to prioritize this work, "***through purposeful interaction among members of the organization working on a common agenda, identifying and consolidating what works and making meaning over time.***" (Fullan and Quinn, 2016)

Recommendations: Embracing Change

Recommendation 4a

Develop a districtwide continuous improvement process where all leaders are united around a common set of goals and strategies.

A

Identify Special Education Strategic Priorities aligned with the Strategic Plan and the Instructional Framework. Set specific goals, identify priorities and process for monitoring progress

B

Staff, Student, Community and Family Engagement. Students and families are the core of the work we do in education. Intentionally amplify the voices of students, parents, and families, and those who represent them (e.g., disability advocacy organizations).
- While we want to hear the voice of all people, we will prioritize the voices of those who the system has historically and continues to marginalize the most.
- Hearing the voices of school staff is essential to effectively implement and improve.

C

School Improvement planning
- Work cross departmentally to support the implementation of strategic priorities for special education as a component within each school's improvement plan
- Support SCIP goals alignment to PPS strategic board goals and strategies to our Forward Together strategic plan

Recommendation 4b

Key data are identified and used in a scheduled cycle of review to monitor the education of students with disabilities.

A

Data should be used as an indication of the effectiveness of the district's MTSS process and signal needed professional development.

B

All data must be disaggregated and examined by: students with and without disabilities, disability classification, race/ethnicity, gender, language, cluster and school, and grade span.

- Special education referral rates
- Special education classification rates
- Special education placements
- ELA and math academic achievement
- Discipline data (in-school suspension, out of school suspension, restraint, seclusion, and expulsion)

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Key Data: Examining Other Health Impairment

Students classified with an Other Health Impairment are growing in number in the district. They also have the highest rates of:

- Chronic Absenteeism
- Suspensions
- Restraints

Who are these students? What are the criteria for classifying a student as OHI?

Suspensions (Exhibit 17)

1.52% — Other Health Impairment
0.29% — Communication Disorder
0.66% — Emotional Disturbance
0.43% — Autism Spectrum Disorder
0.79% — Specific Learning Disability

Chronic Absenteeism (Exhibit 15)

9.29% — Communication Disorder
3.51% — Emotional Disturbance
11.54% — Other Health Impairment
5.61% — Autism Spectrum Disorder
12.85% — Specific Learning Disability

Restraints (Exhibit 21)

Legend: 2018-2019, 2019-2020, 2021-2022

Communication Disorder: 18, 25, 20
Emotional Disturbance: 108, 89, 46
Other Health Impairment: 151, 142, 106
Autism Spectrum Disorder: 36, 56, 30
Specific Learning Disability: 60, 81, 55

Recommendation 4c

Special education develops resource allocation formulas that support the service delivery model described in Recommendation 1b.

A

Develop a staffing model where special education teacher FTE for each school is determined by a ratio that begins with the total number of students in the school (to support collaboration) and then a manageable caseload.

B

Identify essential elements, interventions and materials for students who take alternative assessments.

Note: This item is about instructional materials NOT about educational environment. Having specific materials aligned to essential elements does not mean that students need to access these materials in segregated settings.

C

Establish and communicate a clear budget process so that all administrators understand how to fund materials and supplies for special education teachers.

- This budgeting process must account for students with disabilities first as general education students, they must be factored into the provision of classroom materials and the general operating budget for the school. Then a budget to support specialized instruction should be developed.

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Recommendation 4d

Establish clear internal (central office and schools) and external (family and community) communication structures that support transparency and clarity.

A
Regularly update the Portland Public Schools website to clarify special education procedures, supports, and services. Assure that the district meets web accessibility standards and considers cultural and linguistic diversity in the community.

B
Translate all district and school procedural documents and communications in multiple languages.

C
Provide interpretation services for all community meetings to support engagement of all families.

D
Ensure that students with obvious disabilities are represented visibly in district communication and that these student representations reflect the racial makeup of the student body.

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Recommendation 4e

Use the family engagement network to engage caregivers in the process of change related to improved special education practices and these recommendations.

A

Continue to include Family Engagement Specialists in districtwide capacity development.

B

Build the capacity of Family Engagement Specialists to support district families.

C

Develop support and professional learning for families that will support the evolution of the district.

Next steps

Next steps

Taking a purposeful and integrated approach to actualizing these recommendations is central to long-term success. Our recommendations should not be thought of as a series of tasks to be completed and checked off. Instead, they need to be planfully ordered, stacked, and integrated into Portland Public School's continuous improvement processes and accountability cycles. To this end, we suggest that you consider framing implementation of these recommendations within a framework or **theory of change**, that you **prioritize your recommendations**, and **develop an action** plan that takes into consideration these components.

Theory of change

Agree upon a theory of change that supports district wide systemic reforms. The transformative process at this scale requires a continuous series of tightly focused, short action cycles developed, implemented, and monitored consistently over time.

One example of a systems change theory/framework:

- Bolman & Deal's Four Frames of Leadership - Leaders must attend to structure, human resources, politics, and symbolism in all implementation work.

No matter which theory/framework is used:

- Embed the concept of coherence as described in Michael Fullan's *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*. The point is to embed this work within the district's overarching change process NOT develop this work as a separate change process.
- Consider how the district board's governance model supports or undermines accountability and the transformative change process.

Additional Resources:

- National Implementation Research Network – Free, online learning environment for use by any stakeholder involved in active implementation and scaling up of programs and innovations.
- Equity-Centered Capacity Building – Formed to unite the efforts and share resources and strategies among equity- and excellence-centered capacity builders and to increase the visibility and impact of capacity-building approaches that promote deep and sustainable school and systems change.

Prioritize recommendations

Portland Public Schools leaders understand the current priorities of the district the best, making them the best team to review and prioritize our recommendations.

Action Planning

- First, consider all district-level reviews in tandem. Crosswalk for common themes incorporated into instructional framework and action plans moving forward.

- Next, prioritize each recommendation for implementation as immediate (year 1), short term (years 2-3) or long term (years 4-5) items.

- Then, develop your annual action plan based upon your year one priorities. This will require further unpacking each recommendation.

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Closing Thoughts

Portland Public School worked with stakeholders to develop a clear and brave strategic plan rooted in equity. Now is the time to take intentional steps forward to improve the provision of special education services and supports for students with disabilities in Portland Public Schools.

- Integrate this work into the implementation of your strategic plan which commits to **provide rigorous, high-quality academic learning experiences that are inclusive and joyful** for all students.
- Develop an implementation plan based upon our recommendations that centers coherence and sustainability.
- Monitor progress in regular intervals.
- Know what your indicators of success are.

In the spirit of Theme 4 of the Strategic Plan – **Embrace Change**

" At some point you have to make the change. Ready means never."

– Portland Public Schools
Parent

Appendix

Portland Public Schools - Data Analyses

Students with Disabilities: Disability Classifications

Students with Disabilities - Disability Classifications

Exhibit 1: Percent of Students with Disabilities by Disability Classification - District & National, 2021-2022


Legend: ■ PPS ■ National
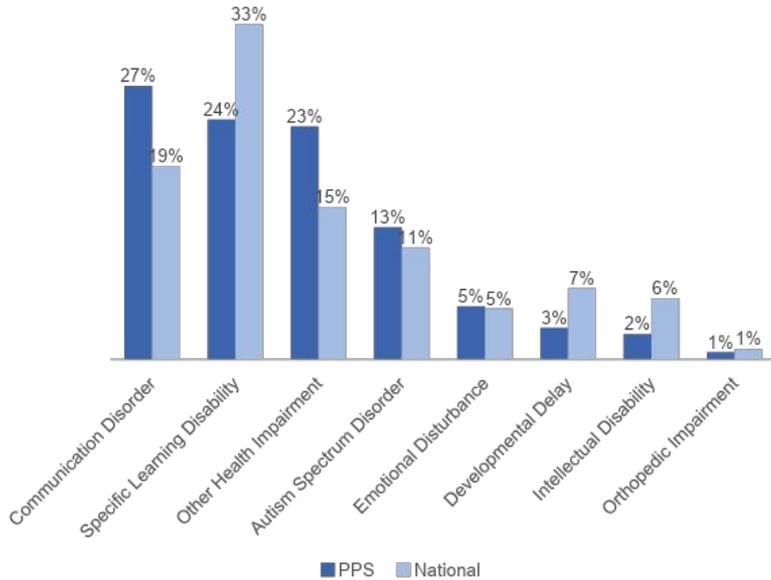
In Portland Public Schools, as compared to national data, rates of students with:

- **Communication Disorder** (27%) are **higher** than the national average (19%)
- **Other Health Impairment** (23%) are **higher** than the national average (15%)
- **Specific Learning Disability** (24%) are **lower** than the national average (33%)

Why is this noteworthy?

- These rates are the outcomes of 3-year trends.
- Are the definitions and criteria for determining Communication Disorders, Other Health Impairment, and Specific Learning Disabilities appropriate?

Exhibit 2: Percent of Students with Disabilities Trends in CD, OHI, SLD Classifications between 2018-2019 and 2021-2022

Legend: ■ Communication Disorder ■ Other Health Impairment ■ Specific Learning Disability
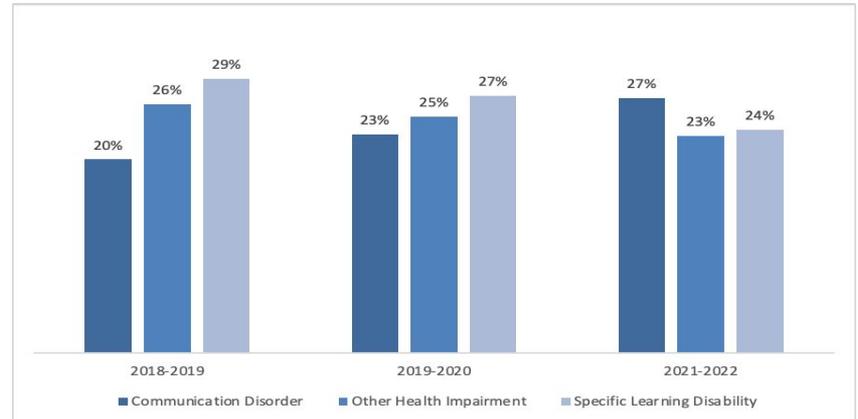
Students with Disabilities - Disability Classification

Exhibit 3: Percent of Students with Disabilities by Disability Classification & Race/Ethnicity, 2021-2022

Legend: ■ Communication Disorder ■ Emotional Disturbance ■ Other Health Impairment ■ Autism Spectrum Disorder ■ Specific Learning Disability ■ Developmental Delay ■ All

Black / African American: 9%, 14%, 12%, 9%, 15%, 15%, 9%
Latino: 20%, 17%, 16%, 14%, 25%, 20%, 17%
White: 55%, 54%, 57%, 57%, 45%, 41%, 56%

Examining the students with disabilities by race, we can see:
- **Black/African American** students are 9% of the total school population, yet are **overrepresented** in the disability categories of ED (14%), OHI (12%), SLD (15%), and DD (15%)
- **Latino** students are 17% of the total school population, yet are **overrepresented** in the disability categories of CD (20%), SLD (25%), and DD (20%)
- **White** students are 56% of the total school population, yet are **underrepresented** in the disability categories of SLD (45%) and DD (41%)

Why is this noteworthy?
- Race/ethnicity do not have an influence on disability. Differences in percentages of students classified with a disability in various race/ethnicities need to be examined.

Students with Disabilities - Disability Classification

Exhibit 4: Percent of Students with Disabilities by Disability Classification & Grade Span, 2021-2022
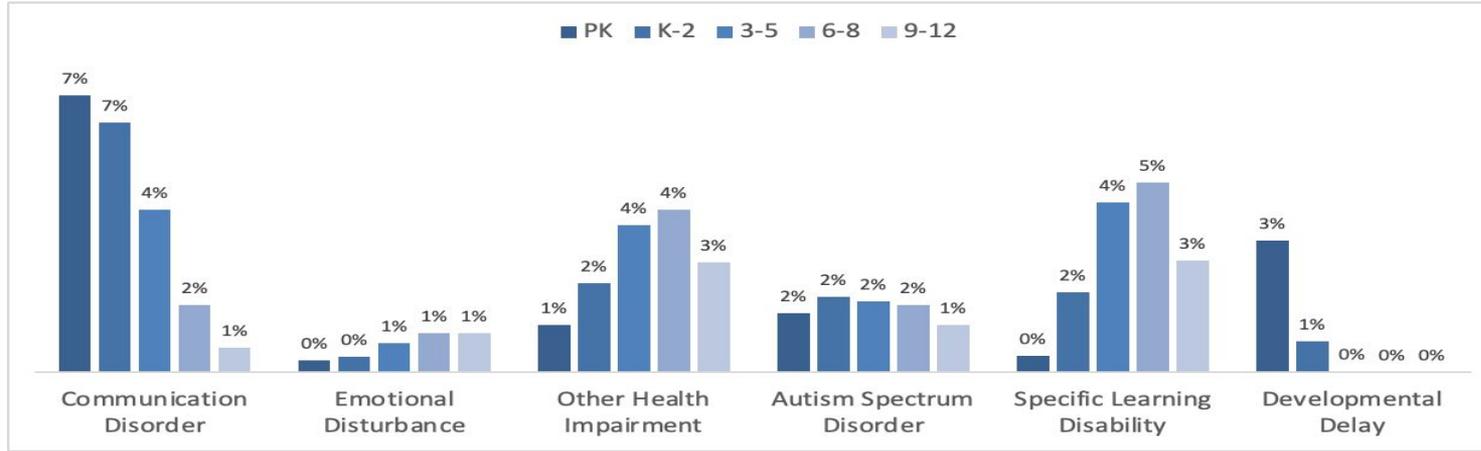
Examining the students with disabilities by grade span, we can see that percentages:
- **Decrease** for students classified with **Communication Disorder** (CD) and **Developmental Delay** (DD).
- **Increase** for students classified **Emotional Disturbance** (ED)**, Other Health Impairment** (OHI) and **Specific Learning Disability** (SLD).

Why is this noteworthy?
- These are appropriate trends, as services for CC are appropriate in the younger grades and DD is not allowed after a student is 9.
- SLD - With the largest area of academic need for students with SLD literacy, the district must examine how it teaches literacy skills in the younger grades.
- ED/OHI - With these disabilities areas typically attributed to behavioral issues, the district must examine how it addressed social-emotional learning throughout the grades.

Students with Disabilities: Academic Achievement

Students with Disabilities - Academic Achievement

Exhibit 5: Proficiency in ELA & Math (Smarter Balance), Students With and Without Disabilities, 2021-2022
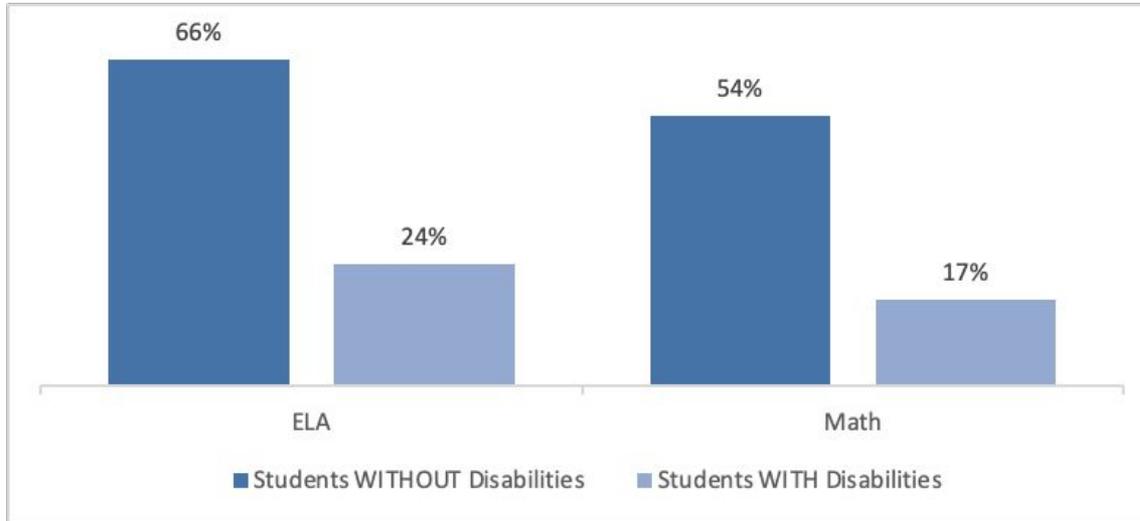
Examining the academic achievement of students with disabilities as compared to students without disabilities in PPS, we can see:
- In ELA there is a gap of 42 points and in Math a gap of 37 points between students with and those without disabilities.

Why is this noteworthy?
- The majority of students with disabilities do not have a disability that affects their cognitive functioning. Special education is meant to find supports and services that level the playing field between students with and those without disabilities by, for example, providing access through accommodations or intensively and systematically teaching literacy students skills. In its ideal state, students with and without disabilities should be achieving at similar rates.

Students with Disabilities - Academic Achievement

As it relates to ELA and math proficiency:
- Students classified with ED have the lowest proficiency rates (ELA - 1.18%, Math - 0.87%) and the highest in ELA is OHI (7.77%) and in math, CD (5.47%).
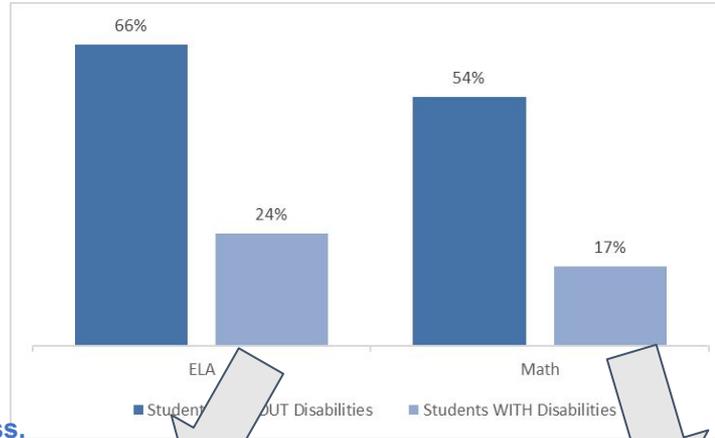
Why is this noteworthy?
- None of the disability classifications listed (CD, ED, OHI, ASD, SLD) have a cognitive impairment as a criteria. In its ideal state, students with and without disabilities should be achieving at similar rates.

Exhibit 6: ELA Proficiency by Disab. Class.

ELA 2021 - 2022

Communication Disorder	6.18%
Emotional Disturbance	1.18%
Other Health Impairment	7.77%
Autism Spectrum Disorder	4.63%
Specific Learning Disability	4.18%

Exhibit 7: Math Proficiency by Disab. Class.
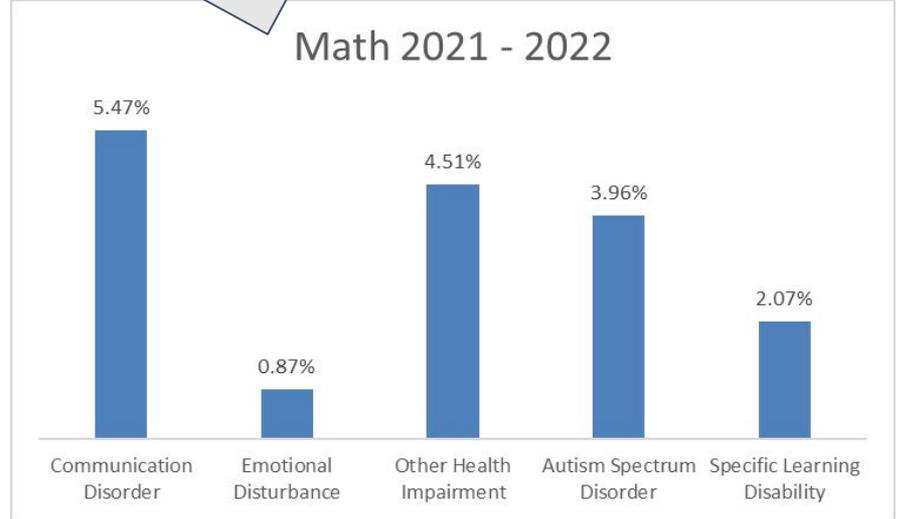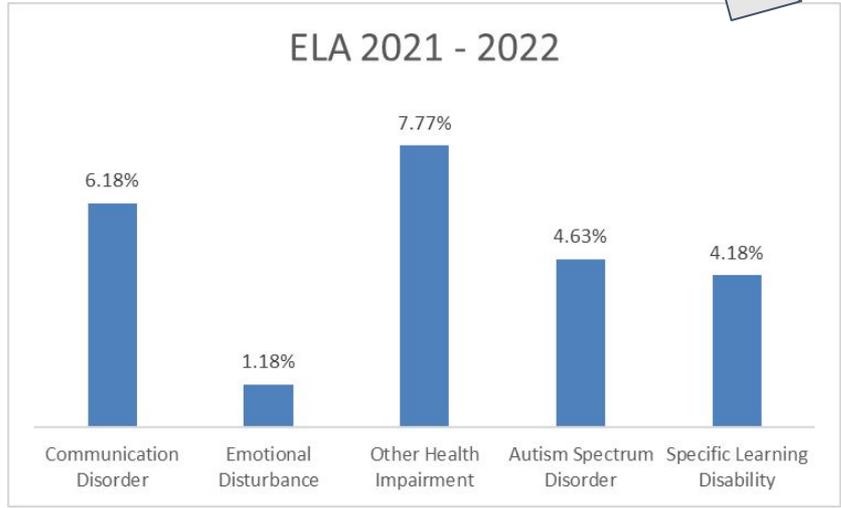
Math 2021 - 2022

Communication Disorder	5.47%
Emotional Disturbance	0.87%
Other Health Impairment	4.51%
Autism Spectrum Disorder	3.96%
Specific Learning Disability	2.07%

Students with Disabilities - Academic Achievement

Disaggregating these data further by examining proficiency in ELA by both disability classification and race, we see clearly that:
- The majority of students with disabilities who score proficient are white.

Why is this noteworthy?
- Students of all races/ethnicities should be achieving proficiency in ELA.

Exhibit 8: ELA Proficiency by Disability Classification and Race/Ethnicity, 2021-2022
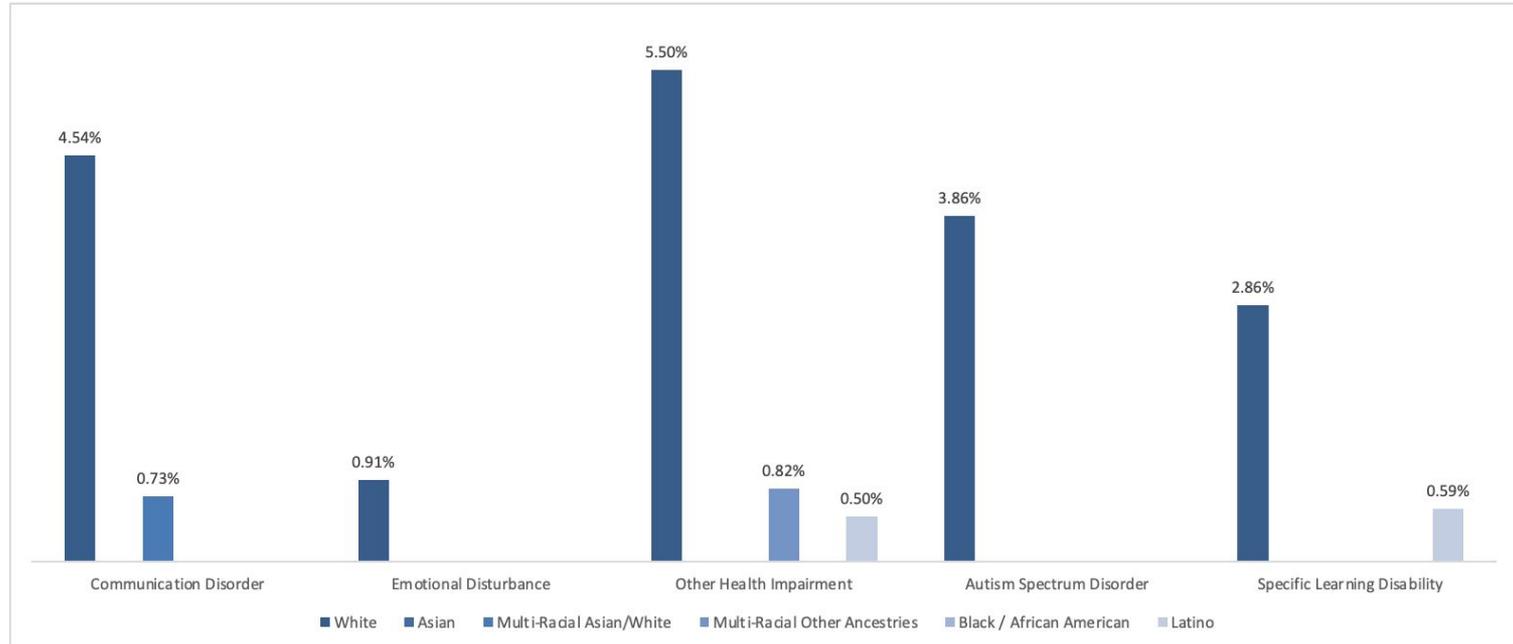
Students with Disabilities - Academic Achievement

Disaggregating these data further by examining proficiency in Math by both disability classification and race, we see clearly that:
- The majority of students with disabilities who score proficinect are white.

Why is this noteworthy?
- Students of all races/ethnicities should be achieving proficiency in math.

Exhibit 9: Math Proficiency by Disability Classification and Race/Ethnicity, 2021-2022

	Communication Disorder	Emotional Disturbance	Other Health Impairment	Autism Spectrum Disorder	Specific Learning Disability
White	4.05%		3.36%	3.17%	1.47%
Multi-Racial Asian/White	0.64%				
Asian		0.83%			

Legend: ■ White ■ Asian ■ Multi-Racial Asian/White ■ Multi-Racial Other Ancestries ■ Black / African American ■ Latino
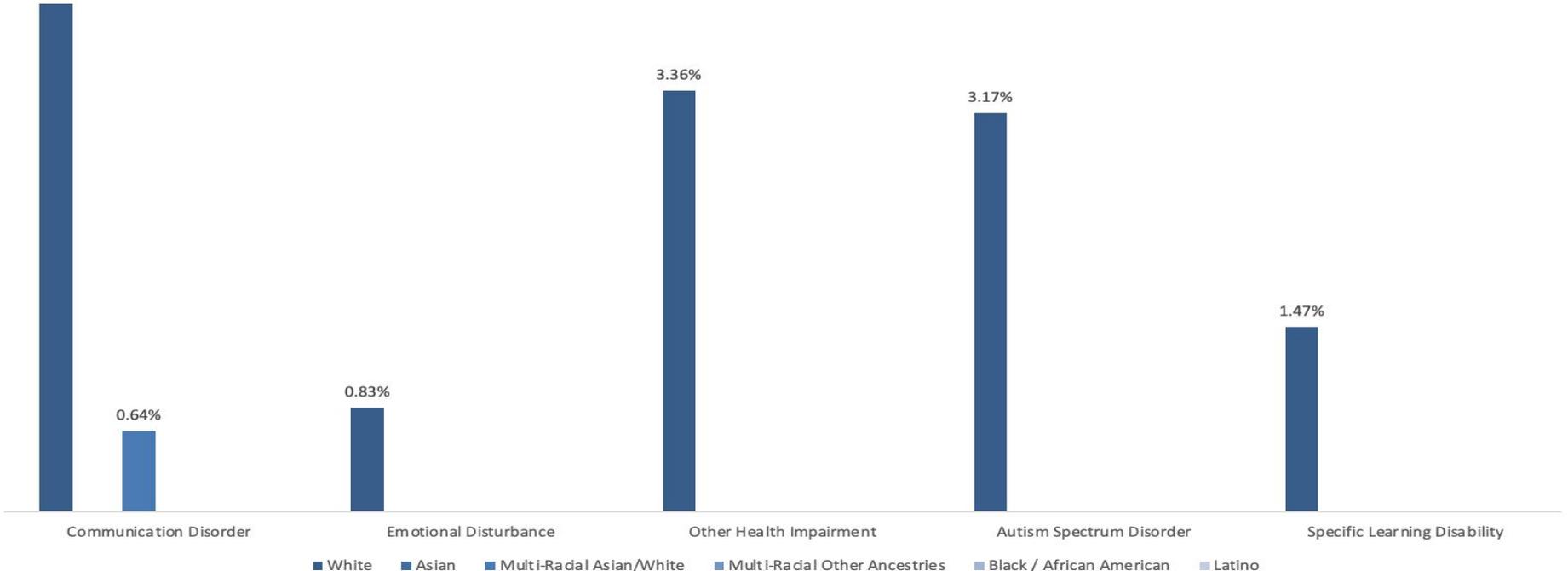
Students with Disabilities: Educational Environment

Students with Disabilities - Educational Environment

Exhibit 10: Educational Environment of Students with Disabilities - DIstrict & Nation, 2021-2022
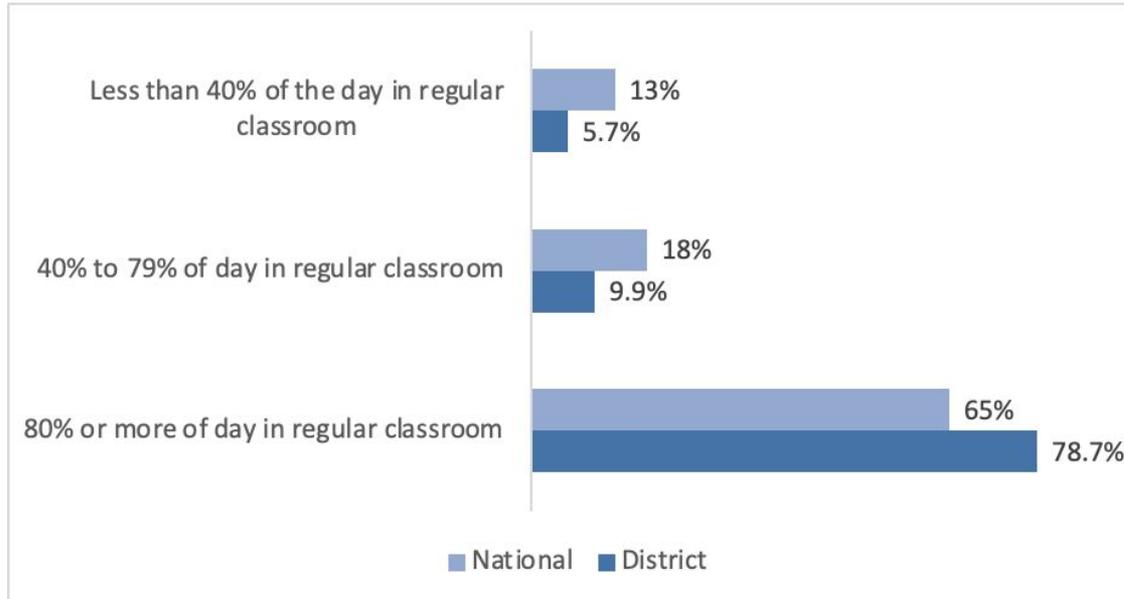
Examining the educational placement of students with disabilities in PPS as compared to national data, we can see:

- PPS has a higher percentage of students with disabilities educated in the general education environment (79%) than the national average (65%)

Why is this noteworthy?

- The more time a students with a disability is spends in the general education classroom, the higher their academic achievement, the fewer absences, fewer disciplinary referrals, and better post-school outcomes.

Students with Disabilities - Educational Environment

Exhibit 11: Educational Environment of Students with Disabilities, by Disability Classification, 2021-2022

Legend:
- Less than 40% of the day in regular classroom
- 40% to 79% of day in regular classroom
- 80% or more of day in regular classroom

Intellectual Disability
- Less than 40%: 25%
- 40% to 79%: 55%
- 80% or more: 10%

Orthopedic Impairment
- Less than 40%: 38%
- 40% to 79%: 17%
- 80% or more: 25%

Emotional Disturbance
- Less than 40%: 6%
- 40% to 79%: 20%
- 80% or more: 55%

Autism Spectrum Disorder
- Less than 40%: 18%
- 40% to 79%: 18%
- 80% or more: 56%

Other Health Impairment
- Less than 40%: 5%
- 40% to 79%: 11%
- 80% or more: 78%

Specific Learning Disability
- Less than 40%: 1%
- 40% to 79%: 4%
- 80% or more: 93%

Communication Disorder
- Less than 40%: 1%
- 40% to 79%: 3%
- 80% or more: 93%

Examining the educational placement of students with disabilities by disability classification, we can see:
- There is a range of students' educational placements depending on disability classifications, from 93% of students classified as CD spending 80% or more of their day in the general education class to 10% of students with ID spending 80% or more of their day in the general education class.

Why is this noteworthy?
- The benefits of a student's educational placement is found for all students with disabilities, regardless of their disability label or the severity of their disability.

Students with Disabilities - Educational Environment

Exhibit 12: Educational Environment of Students with Disabilities, by Grade Span, 2021-2022
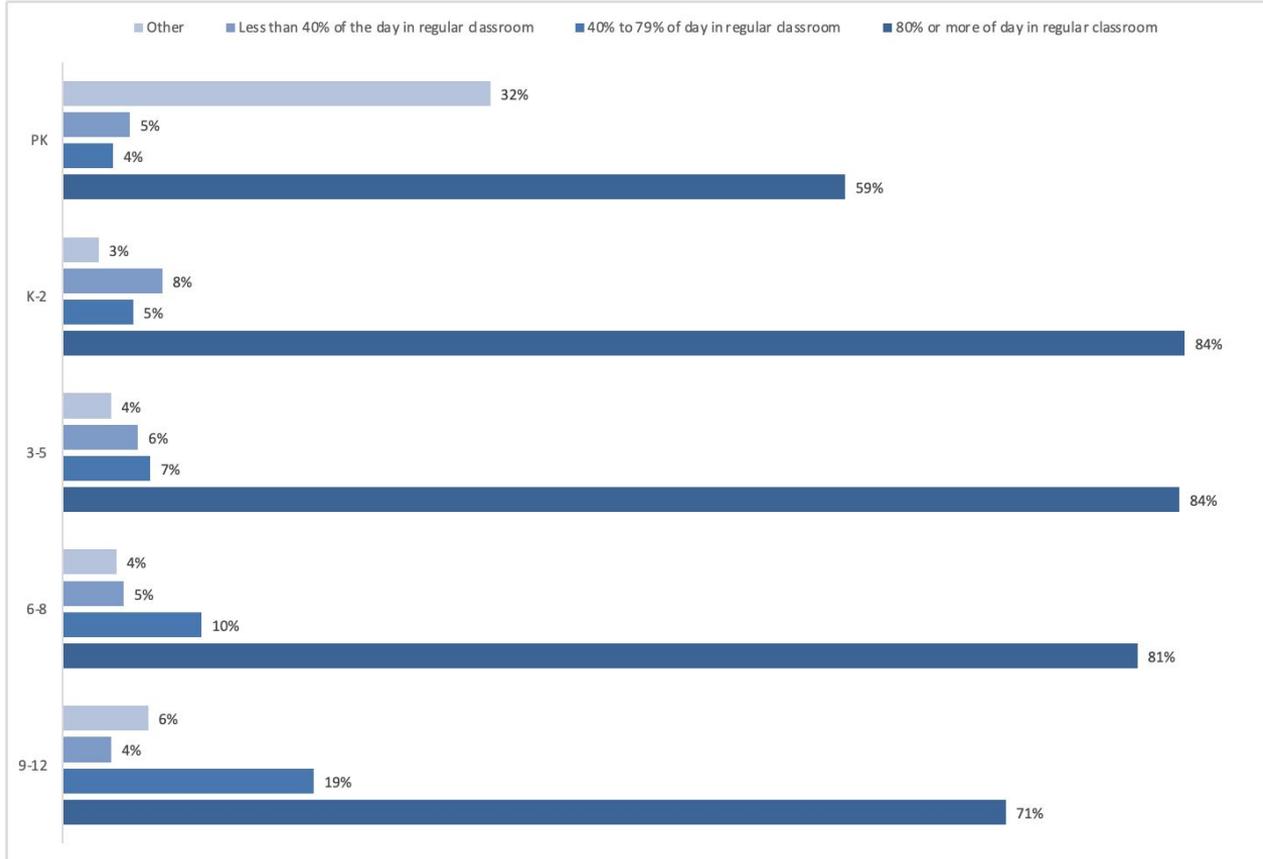
Examining the educational placement of students with disabilities by grade span, we can see:

- There is a range of students' educational placements depending on grade span.

Why is this noteworthy?

- There is no research supporting students' placement in segregated special education classes. The higher percentages of students spending 80% or more of their day in the general education class the better.

Students with Disabilities - Educational Environment

Exhibit 13: Educational Environment of Students with Disabilities, 80% or More Time in the General Ed Environment, by Race/Ethnicity, 2021-2022

Race/Ethnicity	Percentage
Black / African American	72.3%
Native Hawaiian / Other Pacific...	73.7%
Multi-Racial Other Ancestries	74.8%
Asian	74.9%
American Indian / Alaskan Native	75.6%
Latino	79.1%
White	81.1%
Multi-Racial Asian/White	86.0%
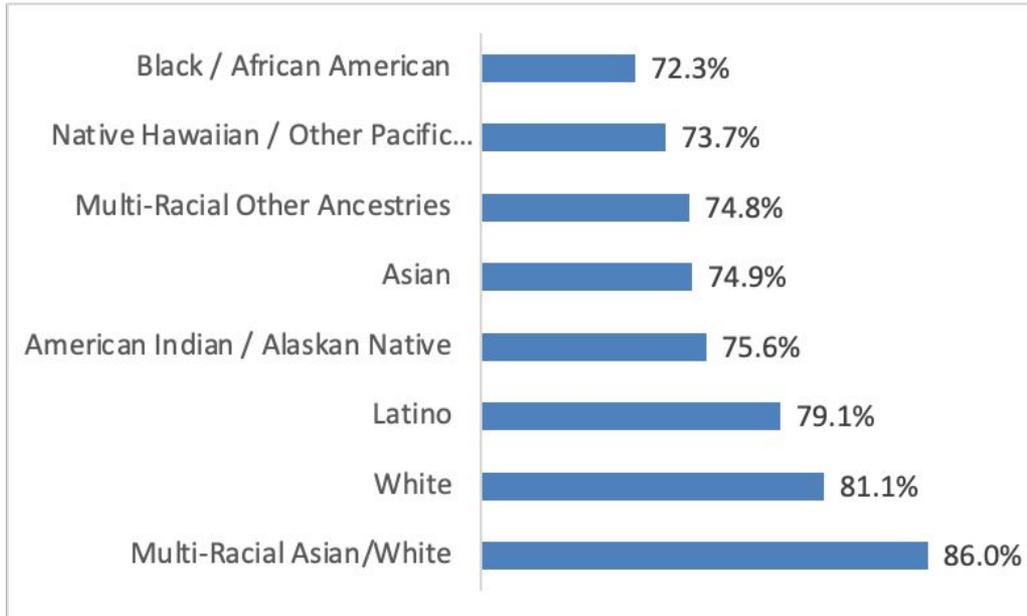
Examining the educational placement of students with disabilities by race/ethnicity, we can see:

- Black/African American students classified with a disability spend less of their time in the general education classroom than other students.

Why is this noteworthy?

- There is no research supporting students' placement in segregated special education classes. There is research supporting the fact that African American students with disabilities are overrepresented placed in segregated special education classes.

Students with Disabilities:
Time Out of Class - Chronic Absenteeism

Students with Disabilities: Time out of Class - Absenteeism

Exhibit 14: Chronic Absenteeism of Students with Disabilities (SWD) and Students Without Disabilities (SWoD), 2021-2022
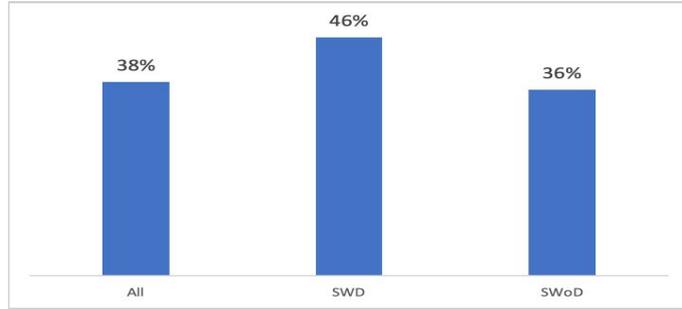

Exhibit 15: Chronic Absenteeism of Students with Disabilities by DIsability Classification, 2021-2022
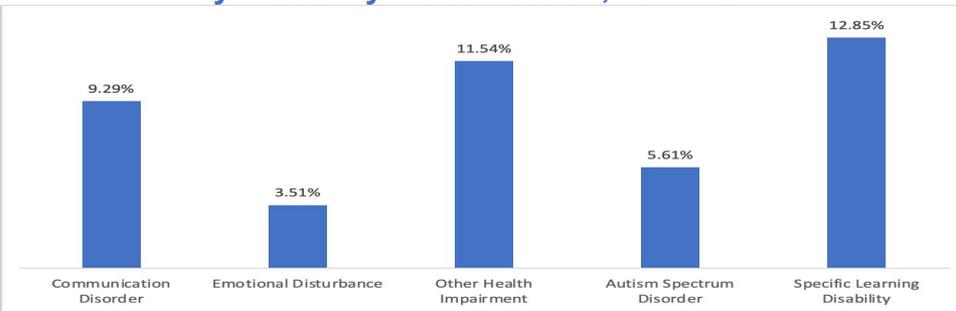
Note: Chronic absenteeism is defined as missing 10 percent or greater of the total number of days enrolled during the school year.

Examining chronic absenteeism in Portland Public Schools, we see that in the 2021-2022 school year:
- 38% of the population was absent for 10 percent or greater of the days they were enrolled.
- When disaggregated by disability, we see that students with disabilities (SWD) were chronically absent at higher rates (46%) than those without disabilities (SWoD) (36%).
- When examining chronic absenteeism across disability classifications, the rates are highest among students with specific learning disabilities.

Why is this noteworthy?
- According to the U.S, Department of Education's report, Chronic Absenteeism in the Nation's Schools: A Hidden Educational Crisis, "chronic absenteeism may prevent children from reaching early learning milestones; irregular attendance can be a better predictor of whether students will drop out before graduation than test scores, [and] frequent absences from school can shape adulthood."
  - Chronic Absenteeism in the Nation's Schools: A Hidden National Crisis
  - The Center for Civil Rights Remedies, *Lost Instruction: The Disparate Impact of the School Discipline Gap in California*

Students with disabilities:
Time Out of Class - Disciplinary Actions

Students with Disabilities: Time out of Class - Suspension

Examining the suspension rates for students in Portland Public Schools, we can see:
- Since the 2018-2019 school year, 2% of all students have been suspended at least once.
- When disaggregating these data by those who are and those who are not classified with a disability, students with disabilities (SWD) are suspended at higher rates than students without disabilities (SWoD). (2018-19, 6% vs 2%; 2019-20, 6% vs 2%; 2021-22, 4% vs 1%.)

Why is this noteworthy?
- There is no research supporting the use of suspension as a tool to change student behavior. In fact, suspensions impede academic progress, leading students towards dropping out of school and the practice does not improve classroom behavior.
- Further, students of color are suspended at higher rates than their peers, students with disabilities are suspended at higher rates than their peers, and students of color who are also classified with a disability are suspended at even higher rates.
  - Are We Closing the Achievement Gap?
  - 4 Myths About Suspensions That Could Hurt Students Long Term

Exhibit 16: Out-of-School Suspensions of Students with Disabilities (SWD) and Students Without Disabilities (SWoD), 2021-2022
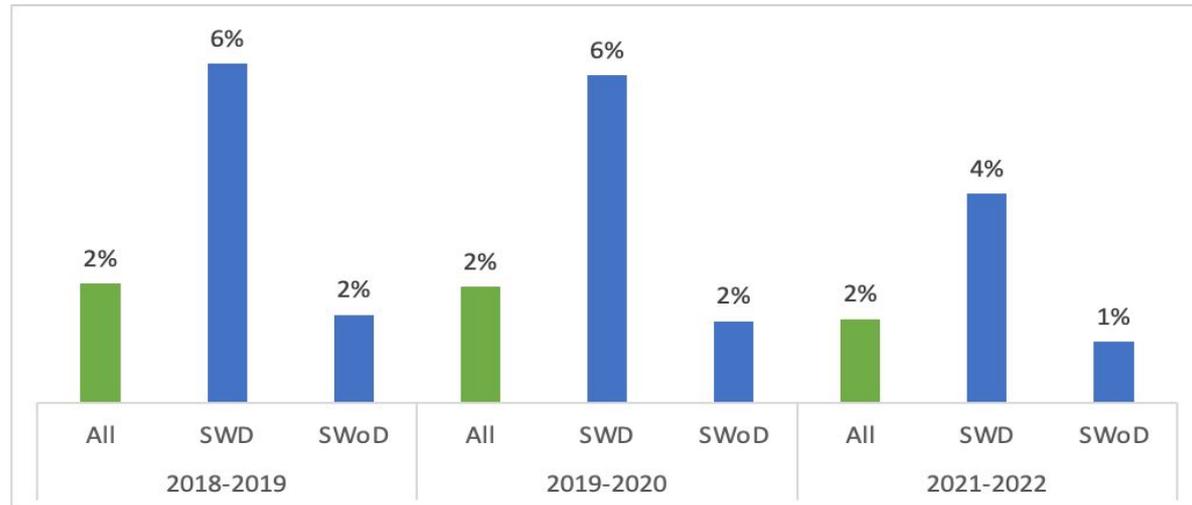
Students with Disabilities: Time out of Class - Suspension

Exhibit 17: Out-of-School Suspensions of Students with Disabilities by Disability Classification, 2021-2022

Exhibit 18: Out-of-School Suspensions of Students with Disabilities by Disability Classification and Race/Ethnicity, 2021-2022
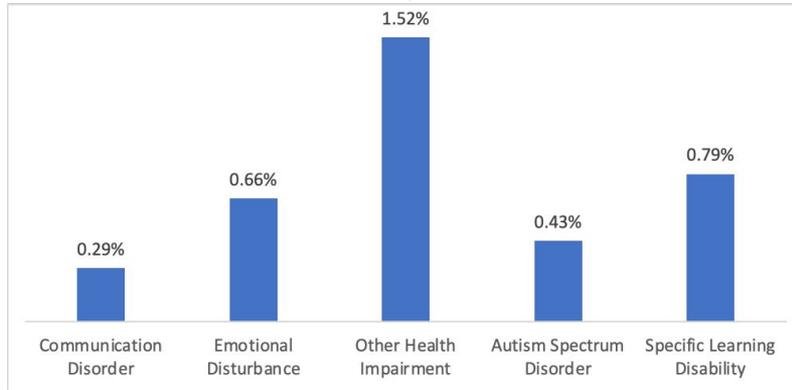
Disaggregating and examining the 4% of suspension rates for SWDs in 2021-22, we can see:

- Students classified with OHI are suspended at the highest rates and CD at the lowest rates.

Why is this noteworthy?

- There is no research supporting the use of suspension as a tool to change student behavior. In fact, suspensions impede academic progress, leading students towards dropping out of school and the practice does not improve classroom behavior.
- Further, students of color are suspended at higher rates than their peers, students with disabilities are suspended at higher rates than their peers, and students of color who are also classified with a disability are suspended at even higher rates.

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Students with Disabilities: Time out of Class - Restraint

Exhibit 19: Restraint of Students with Disabilities (SWD) and Students Without Disabilities (SWoD), 2021-2022
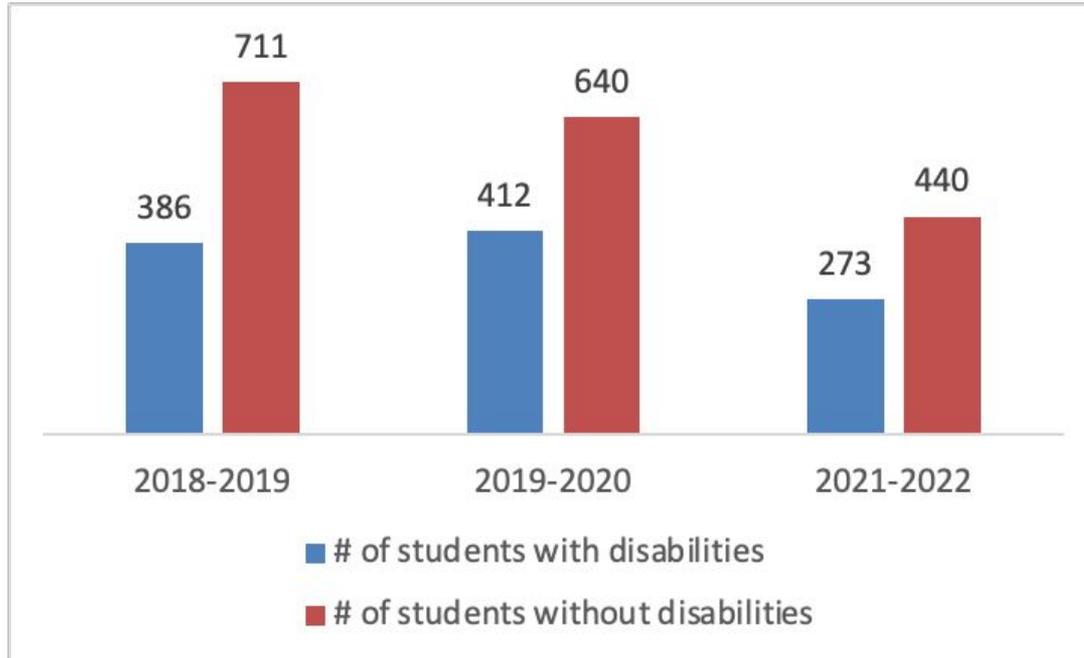
Examining the practice of restraining students:
- It is clear that both students with and those without disabilities are restrained.
- There are, however, a larger number of students with disabilities that are restrained than those without disabilities.

Why is this noteworthy?
- Restraint should "not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others…"
  - U.S. Department of Education, Restraint and Seclusion: Resource Document
- Restraint should only be used by those trained in both deescalation and safe restraints, as when used inappropriately, can be extremely dangerous to the child. The district must ask who is trained to restrain and are all staff trained in deescalation techniques so that the use of restraint is minimal.

Students with Disabilities: Time out of Class - Restraint

Exhibit 20: Restraint of Students with Disabilities by Grade Span, 2018-2019, 2019-2020, 2021-2022
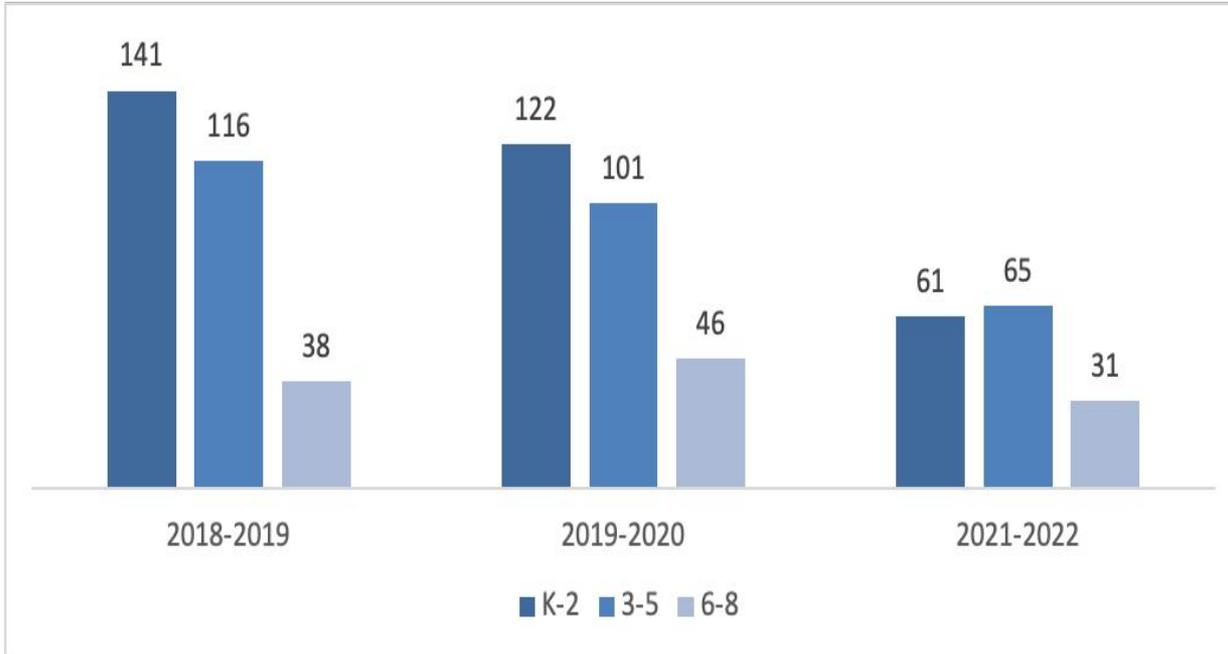
Examining the practice of restraining students with disabilities, we can see:

- For the 2018-2019 and 2019-2020 school years, the largest number of restraints for student with disabilities was in grades K-2, followed by grades 3-5, and 6-8. There were too few restraints in high school to present. In the 2021-2022 school year, the number of restraints were greatly diminished.

Why is this noteworthy?

- The number of restraints may have decreased in the 2021-2022 school year due to school closures and the shift back to in-school education. Portland Public Schools should attempt to stay at these or even lower numbers.

Students with Disabilities: Time out of Class - Restraint

Exhibit 21: Restraint of Students with Disabilities by Disability Classification, 2018-2019, 2019-2020, 2021-2022

Chart legend: 2018-2019, 2019-2020, 2021-2022

Classification	2018-2019	2019-2020	2021-2022
Communication Disorder	18	25	20
Emotional Disturbance	108	89	46
Other Health Impairment	151	142	106
Autism Spectrum Disorder	36	56	30
Specific Learning Disability	60	81	55
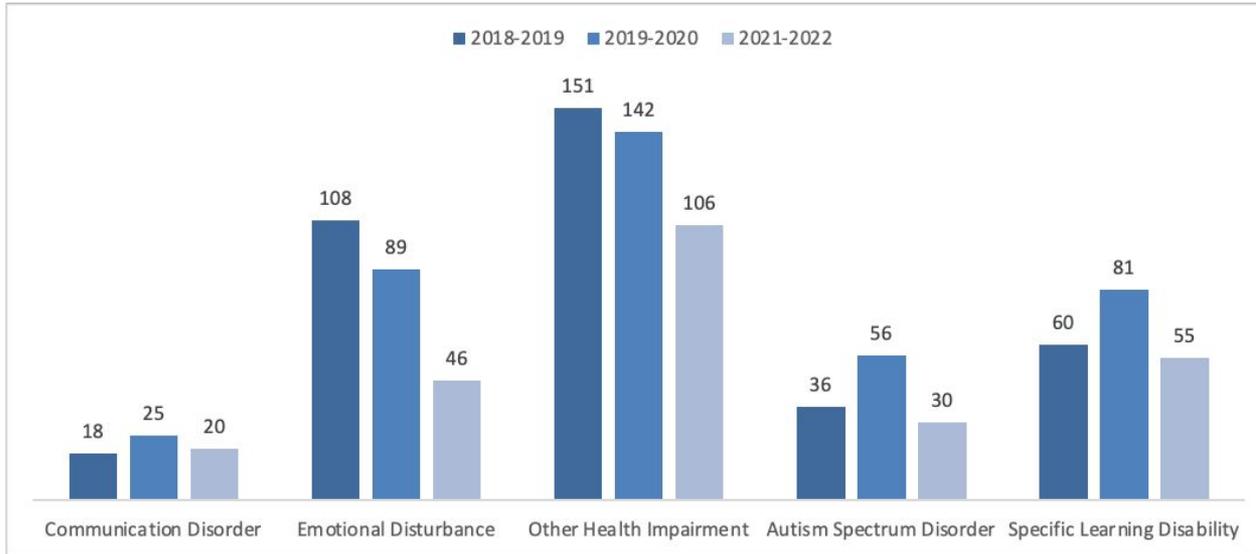
Examining the practice of restraining students with disabilities by disability classification, we can see:

- For all three years, 2018-2019, 2019-2020, 2021-2022, student classified as Other Health Impairment were restrained at higher numbers (151, 142, 106), followed by students classified with an Emotional Disturbance (109, 89, 46).

Why is this noteworthy?

- It is unclear why a student that is classified with an Other Health Impairment would be restrained.
- For all students with disabilities who are restrained, are there alternatives that have been considered?

Portland Public Schools - Survey Data

Portland Public School – Families of Students with Disabilities
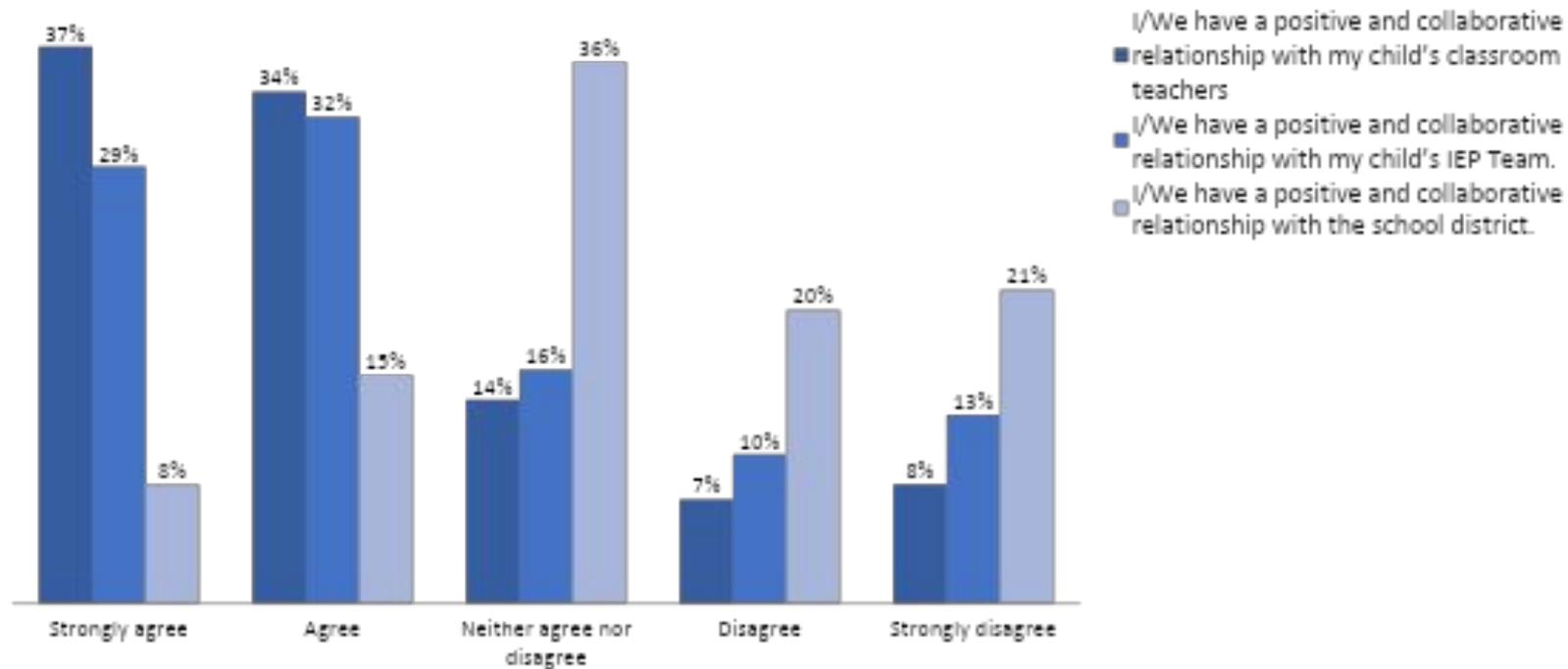
Portland Public School – Teachers; Special Education and General Education
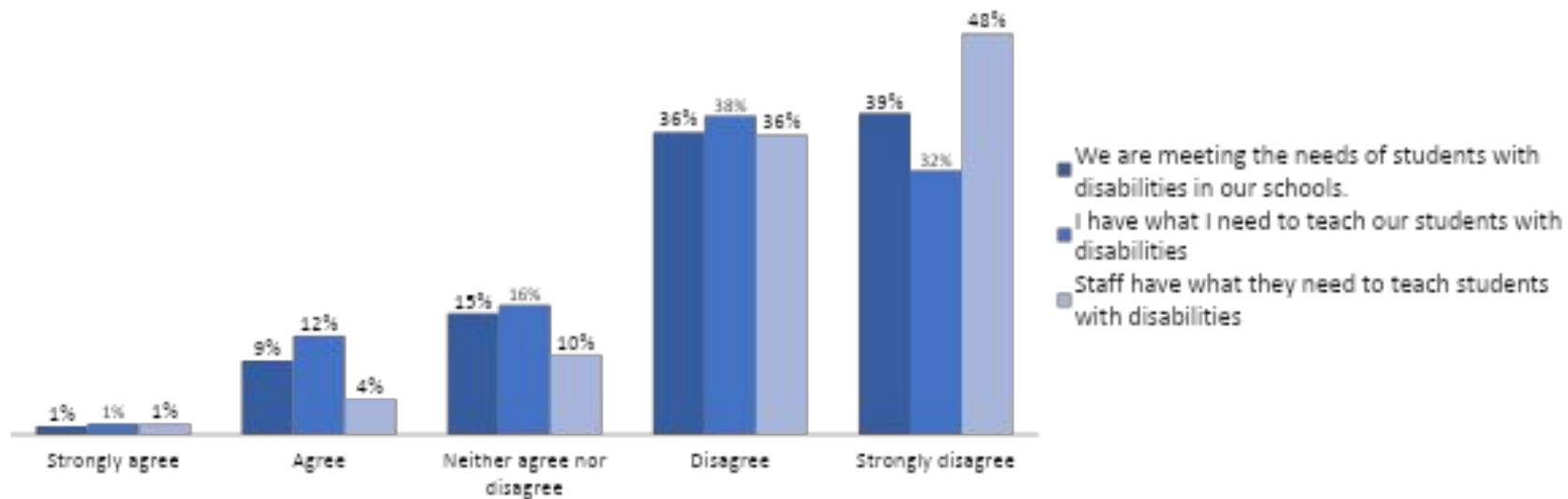
Portland Public School – Site and District Administrators
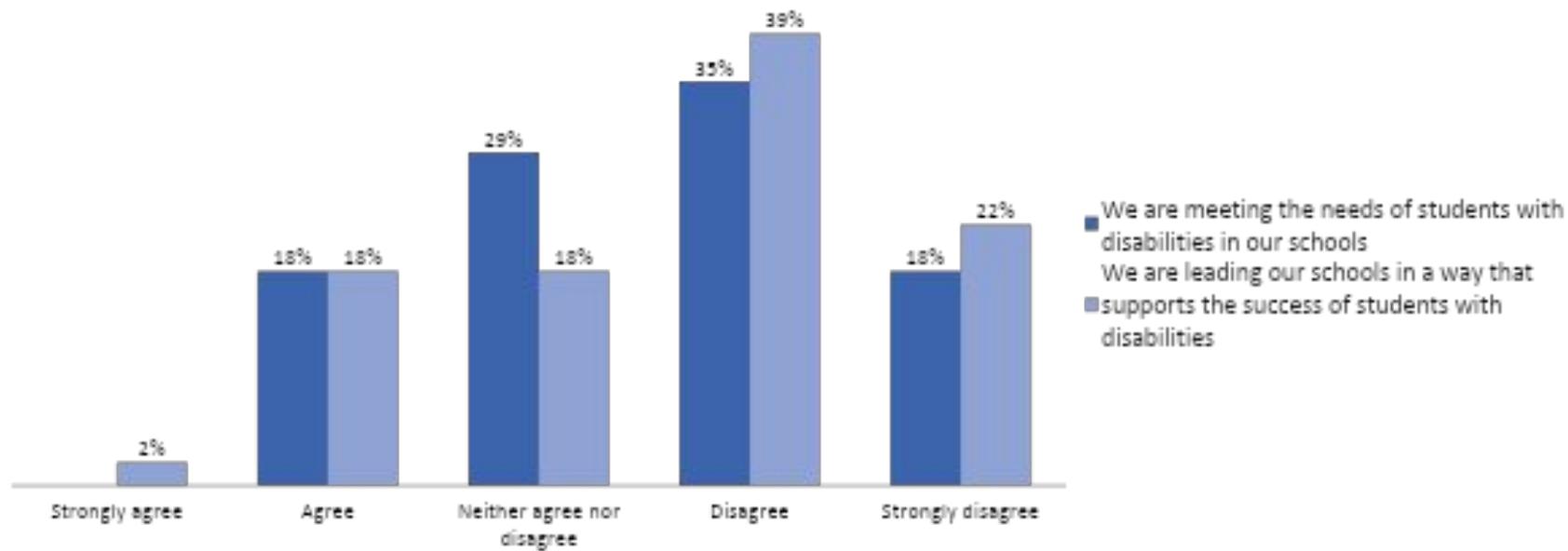
How would you describe special education in Portland Public Schools?

| Parent	SpEd	GenEd	Site Admin	District Admin
System (44%) Services || staff || system || program || work || department || support || training || district || education	**Education (59%)** school || classroom || instruction || teacher || services || student || curriculum || district || work || service	**Support Services (69%)** support || ieps || special education || classroom || change || educator || education || services || curriculum || student	**(Special) Education (47%)** teacher || special education || student || school || classroom || educator || work hard || long period || hard work || instruction	**System (100%)** component || core || support || data || lack || clarity || inclusion || system || services || inform
People (40%) Family || teacher || disability || kid || child || problem	**Support Services (41%)** dedicate || overwhelm || access || talk || hire || ISC || frustrate || support || result || place	**Education (57%)** work || child || behavior || parent || school || sped || teacher || case || kid || align	**Underfunded (40%)** lack || inability || problem || disarray || antiquate || perception || system || overwhelm || services || obstacle	**Education (86%)** school || student || ieps || special education || mental health || school district || funding || kid || program || mental illness
Education (34%) School || student || special education || curriculum || math || high schools || grade || middle school || class	**Challenges in System (36%)** lack || administration || behavior || paperwork || intervention || system || gap || change || problem || base	**Administration (49%)** placement || manager || administrator || staff || district || job || resource || admin || program || paperwork	**Support Services (37%)** allocate || restructure || support || work || time || leadership || development || direction || staff	**Learn (71%)** dedicate || elevate || work || awareness || train || shift || education || practice || skill || struggle
	Time (31%) position || opportunity || level || case || challenge || decision || idea || plan || concern || resource	**Time (45%)** people || lack || day || experience || team || class || year || crisis || years || system	**Staff (30%)** department || caseload || workload || office || paperwork || district || admin || administrator || paraeducators || maintenance	**Staff (71%)** administrator || parent || department || insider || counselor || teacher || district || privilege || classroom || community
	Leadership (30%) consultant || experience || colleague || lawyer || director || manager || department || provider || advocate || education		**Resources (30%)** funding || collaboration || program || resource || resource room || intervention || investment || model || growth || inclusion	**Responsiveness (57%)** control || visibility || vision || siloed || time
				Support (57%) family || appreciation || staff

Systems, special education and support services are valuable to parents and staff.

What do you think is working in special education in Portland Public Schools?

Parent	SpEd	GenEd	Site Admin	District Admin
Education (61%) Teacher || classroom || student || mental health || disability	**Special Education Services (76%)** services || psychologist || teacher || staff || administrator || educator || care || classroom || district || adult	**Education (78%)** child || teacher || student || support || services || case || classroom || care || work || ieps	**Staff (63%)** department || administrator || manager || director || center || educator || teacher || student || devote || office	**Staff (100%)** group || staff || area || neighborhood
Support (43%) Support || work || communication || ability || experience || challenge || interaction || change || dedicate || process	**Support Staff (64%)** work || time || plan || practice || support || dedicate || paperwork || year || place || hours	**Time (30%)** things || kid || skill || sped || year || job || model || load || part	**Support Services (58%)** variety || access || support || combination || services || care || staff || spectrum || lack || things	**Support Services (60%)** inform || school || student || decision || community || parent || direction || dedicate
	Time (58%) kid || job || community || team || speed || student || case || people || goal || learner		**Leadership (42%)** adversity || team || success || kid || job || sped || moment || coach || leadership || school	**System (60%)** system || structure || growth || vision
	Learn (34%) experience || resource || school || family || relationship || opportunity || area || admin || access || struggle		**Vision (42%)** desire || decision || fact || case || reason || vision || work || plan || behavior || dedication	**Organization (60%)** department || team || organization
			Education (33%) classroom || district || child || autism || slps || special education || program || people || family || intervention	**Advocacy (40%)** director || forefront || advocate || educator

Stakeholders value special education services and staff.

What do you think needs to be addressed in special education in Portland Public Schools?

Parent	SpEd	GenEd	Site Admin	District Admin
Education (75%)	**Special Education Program (77%)**	**Support Staff (79%)**	**Staff (86%)**	**Special Education Program (100%)**
Teacher || classroom || curriculum || school || student || instruction || child || tutor || kid || educator	staff || time || sped || department || team || workload || program || training || district || teacher	school || staff || services || work || access || plan || support || parent || child || hire	department || teacher || school || classroom || student || district || job || work || caseload || hire	program || plan || system || process || mission || training || staff || procedure || department || tool
Workplace (44%)	**Service Providers (50%)**	**TIme (54%)**	**Special Education Services (75%)**	**Practices (83%)**
Work || place || sped || option || times || talk || week || plan || hire || years	mental health || ieps || paraeducator || child || disability || counselor || paraeducators || slps || school || instruction	lack || case || process || paperwork || kid || number || instructions || speed || behavior || problem	staff || level || sped || system || change || class || family || skill || plan || lack	impact || aspect || people || opportunity || good place || experience || vision || practice || school || area
System (39%)	**Time (43%)**	**Curriculum (47%)**	**System (66%)**	**District (83%)**
Education || compliance || model || environment || system || approach || communication || access || strategy || support	things || times || year || years || job || end || kid || day || week || people	level || education || curriculum || program || training || communication || resource || administrator || position || caseload	special education || full time || admin || min || evaluation process || provide support || better understand || high demand || support || work hard	teacher || classroom || student || districtwide || district || instruction || administrator || funding
Learn (26%)	**Equity (31%)**		**Education (55%)**	**Special Education (67%)**
Overwhelm || address || restrain || inform || face || care || things || time || issue || home	type || environment || tool || implementation || model || data || communication || policy || equity		curriculum || instruction || educator || training || child || program || evaluation || psychologist || services || communication	peer || udl || sped training || special education
			Learn (55%)	**Inclusion (67%)**
			time || site || behavior || placement || resource || practice || place || base || service || schedule	tier || range || lack || inclusion || view
			Support (41%)	**Time (67%)**
			identification || sustain || inclusion || address || consistency || incentivize || education || model || center || responsibility	nation || moment || person || challenge || place || hope || part || things || shift || elevate
			Policy (36%)	
			issue || allocation || choice || funding || law || stabilization || impact || crisis || development || guideline	
			Leadership (34%)	
			mindset || perspective || role || experience || vision || attitude || philosophy || expectation || ability || challenge	

Stakeholders value special education program and their support staff,

Is there anything else you would like to share with us?

Parent	SpEd	GenEd	Site Admin	District Admin
Home to School (75%) Child || family || school || district || student || teacher || community || classroom	**Curriculum (77%)** curriculum || teacher || school || classroom || student || district || child || educator || class || ieps	**Time for Change (80%)** kid || things || sped || job || people || experience || change || student || problem || family	**TIme (75%)** work || things || year || kid || ways || support || classroom || hire || wish || lack	**Leadership (67%)** implementation || leadership || integration || system || educator || classroom || solution || department || district || isolation
Staff Advocacy (65%) Staff || advocate || parent || years || disability || experience || system || education || love || kid	**Time & Support (63%)** things || change || people || team || sped || kid || hope || situation || experience || support	**Education (79%)** services || staff || teacher || support || district || program || classroom || resource || work || funding	**Stakeholders (64%)** child || teacher || school || person || time || body || behavior || babysit || learner || kiddos	**Support (67%)** sustain || align || goal || sped || development
Learn (50%) Work || things || time || job || support || change || speed || test || grade || program	**Funding** hire || work || talk || parent || practice || job || family || special education || answer || staff	**Policy (43%)** plan || case || issue || child || level || position || time || intervention || behavior || inclusion	**Support (61%)** public school || portland || admin || full time || staff member || special education || next year || technical support || student	**Change (67%)** outcome || change || result || win
Time (30%) Year || fact || ability || end || lack || level || people || struggle || hope || problem	**Feedback (40%)** issue || material || resource || time || function || intervention || services || funding || inclusion || department		**Education (57%)** funding || instruction || curriculum || program || district || educator || staff || services || training || budget	
	Simple (31%) hand || size || ground || base || slap || face || tear || training || position || stress		**Pay (50%)** overwhelm || align || relocate || act || address || travel || lift || education || resource || job	
			Cost (39%) process || type || alternative || variety || benefit || part || model || option || role || development	
			Leadership (29%) challenge || situation || responsibility || perspective || framework || experience || clarity || constraint || knowledge || idea	

Stakeholders are hopeful for change, they value home to school communications, curriculum, time, and leadership.

Portland Public Schools - Data Collection

Data Collection

Student-level and district-level data:
- All Students
  - Age
  - Grade
  - Race
  - Gender
  - English-learner status
  - Academic proficiency
  - Absenteeism
  - Suspensions
  - Restraints
- Students with Disabilities Only:
  - Disability classification
  - Educational environment

Survey data:
- 559 Families of Portland Public School students with disabilities
- 645 Portland Public School Staff

Observational data:
- Alameda E.S.
- Boise-Eliot/Humbolt E.S.
- George M.S.
- Grant H.S.
- Irvington E.S.
- James John E.S.
- Roosevelt H.S.
- Sitton E.S.

Interviews/Focus group data:
- Families of Students with Disabilities
- Superintendent
- Regional Superintendents
- Chief Academic Officer
- Chief of Research, Assessment & Accountability
- Chief Human Resources Officer
- Chief Of Student Support Services
- Senior Director, Multi-Tiered Systems of Support
- Senior Director, Senior Director, Special Education
- Assistant Directors, Special Education
- Program Administrators, Special Education
- TOSAs, Special Education
- Advisory, Special Education
- Teachers, Special Education
- Teachers, General Education
- Related Service Providers (Sp/L, PT, OT)
- Paraprofessionals
- General Council