

Special Education Instructional Update

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11/19/24



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



Ask of the Board Committee

- Understand the current landscape of curriculum availability and use for Special Education programs;
- Review and analyze achievement and progress data for students receiving Special Education services;
- Support accountability for site and central leaders to ensure **all** students receive appropriate, rigorous instruction;
- Provide feedback on future priorities to continue to improve the quality and impact of our Special Education services.

Context

Who receives Special Education services in OUSD?



Eligibility Trends

October, 2024	October, 2023	October, 2022	October, 2021	October, 2020
6776 students	6631 students	6209 students	6047 students	6125 students

The number of eligible students as of 10/1 of this year is just over 650 higher than this time five years ago and about 140 students higher than last year.

Eligibility Data- Entry and Exit

Beginning in the 2022-23 school year, we have exited 264 students due to a student completing their IEP program and no longer requiring Special Education services.

Over 80% of those students had speech and language services only. We exited the following students in other disability areas:

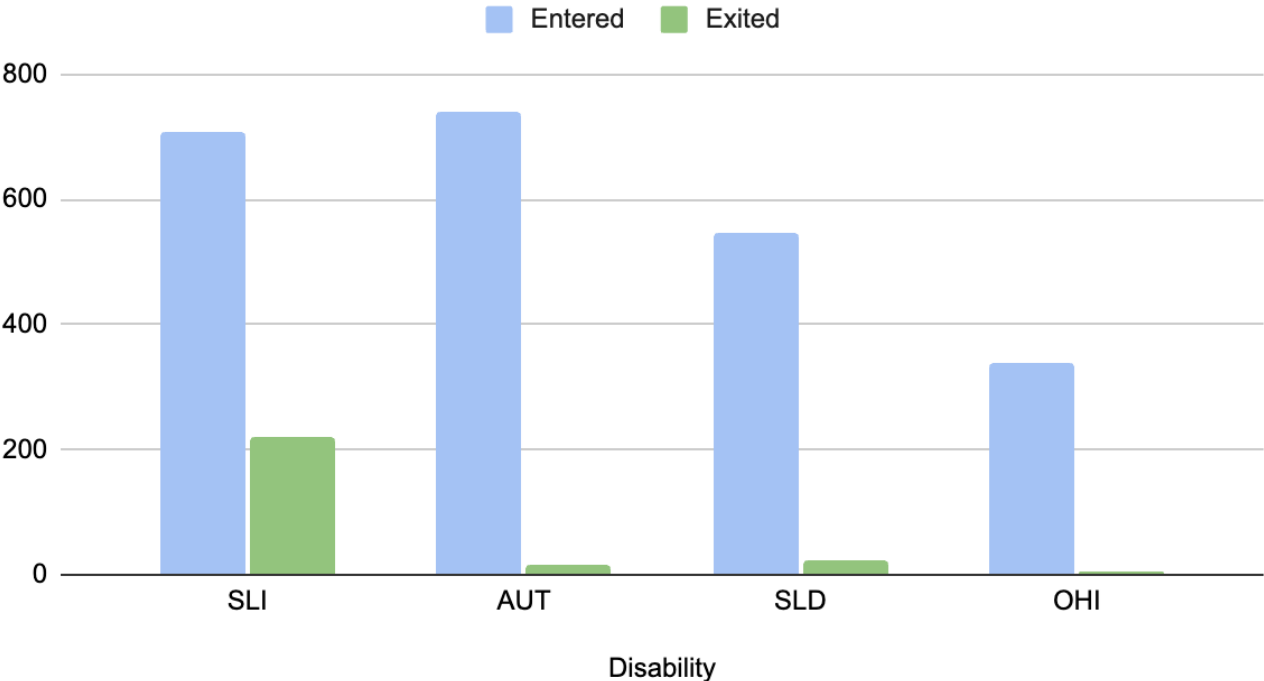
- SLD: 23
- Autism: 15
- OHI: 5

Since the beginning of the 2022-23 school year, we have added 2,543 newly-eligible students. The breakdown is as follows:

- SLD: 547
- Autism: 740
- OHI: 338
- SLI: 709

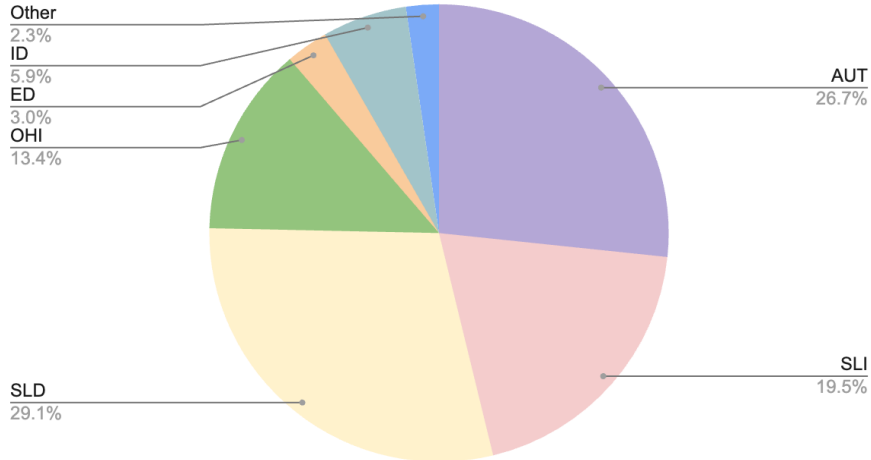
Entry and Exit Comparison by Disability

Entered and Exited Students, August 2022-Present



Eligibility Data- Autism Growth

Eligible Students by Primary Disability

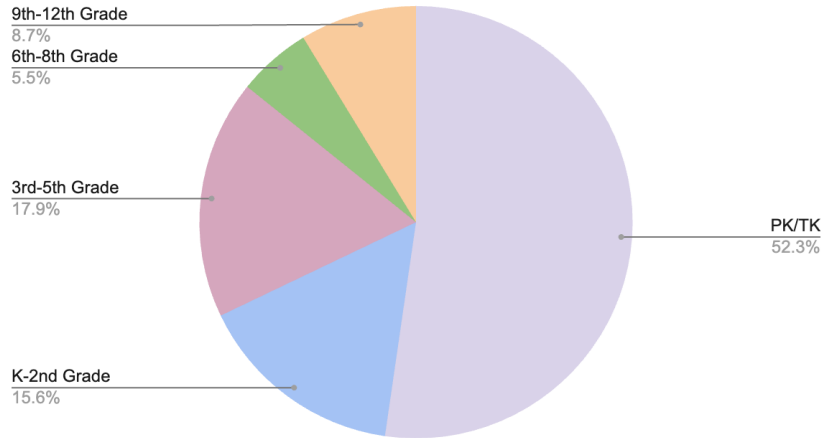


The number of students eligible under **AUT** has more than doubled over the last eight years.

If the growth continues, students with Autism may be our highest disability category in a few years' time.

Eligibility Data- Grade at Initial Eligibility

Initials by Grade, YTD



More students are entering Special Education at younger ages, and PK/TK eligibility now makes up over half of our total initial referrals each year.

This means on average, eligible students receive more years of Special Education services now than in the past.

Typical Onset by Disability:

AUT: 2-3 yrs. old
yrs. old

SLD: 6-9 yrs. old

OHI (ADHD): 7-10

IDs: birth-3 yrs. old

DHH/VI/Deaf: birth-3

Certain EDs: 11-14 yrs.

Eligibility Summary:



- OUSD’s population of students with disabilities who require Special Education is continuing to grow.
- Many of these students are very young and are eligible due to Autism Spectrum Disorders.
- This has implications for our instructional methods and tools, as well as for the FTE needed to support motor, speech, and behavioral needs.

Curriculum

What products do our Special Educators use and why?



Our Core Curricular Tools

ECE/Elementary Programs:

- PK/TK: Creative Curriculum, Kimochis for SEL
- K-2: TouchMath for Math, Spire for Literacy, Kimochis for SEL
- 3-5: V-Math for Math, Spire for Literacy, Caring School Community for SEL
- K-5: TeachTown for all core content for Moderate-Extensive Support Needs Programs

Secondary Programs:

- 6-8: V-Math for Math, Spire for Literacy
- 9-12: TransMath for Math, Language Live for ELA
- 6-12: TeachTown for all core content for Mod-ESN programs

Our Supplemental Tools

ECE/Elementary Programs:

- TK-5 RSP: MobyMax
- TK-5 RSP and Mild-Mod:
Amira Reading Assistant

Secondary Programs:

- 6-8 RSP and Mild-Mod:
Amira Reading Assistant
- 9-12 Mild-Mod: IXL
- MM Transition-Age: Ori
- All Transition-Age: JobReady

What are our priorities when choosing tools?

1. Evidence base of closing gaps for students with disabilities
2. Ease of initial training and rollout for staff
3. Cultural relevance and developmental appropriateness
4. Overall value relative to comparable products



Implementation Data: Student Spire Use, K-5

Student Access to SPIRE Intervention, Across Elementary Networks:

Students with SPIRE Data, by Level					
	2023-24 BOY	2023-24 End of T1		2024-25 BOY	2024-25 End of T1*
Sounds Sensible	–	58	Sounds Sensible	118	
SPIRE 1	–	286	SPIRE 1	327	
SPIRE 2	–	107	SPIRE 2	111	
SPIRE 3	–	50	SPIRE 3	62	
SPIRE 4	–	7	SPIRE 4	32	
SPIRE 5	–	15	SPIRE 5	18	
SPIRE 6	–	8	SPIRE 6	27	
Total	–	531	Total	695	

**data forthcoming*

NEW this school year, we are collecting Beginning of Year (BOY) baseline SPIRE level data for participating students.

We are in our fourth year using Spire. As shown above, we are seeing more students with Spire data submitted so far this year than after the first trimester of last year.

Implementation Data: Teacher Reporting of Data

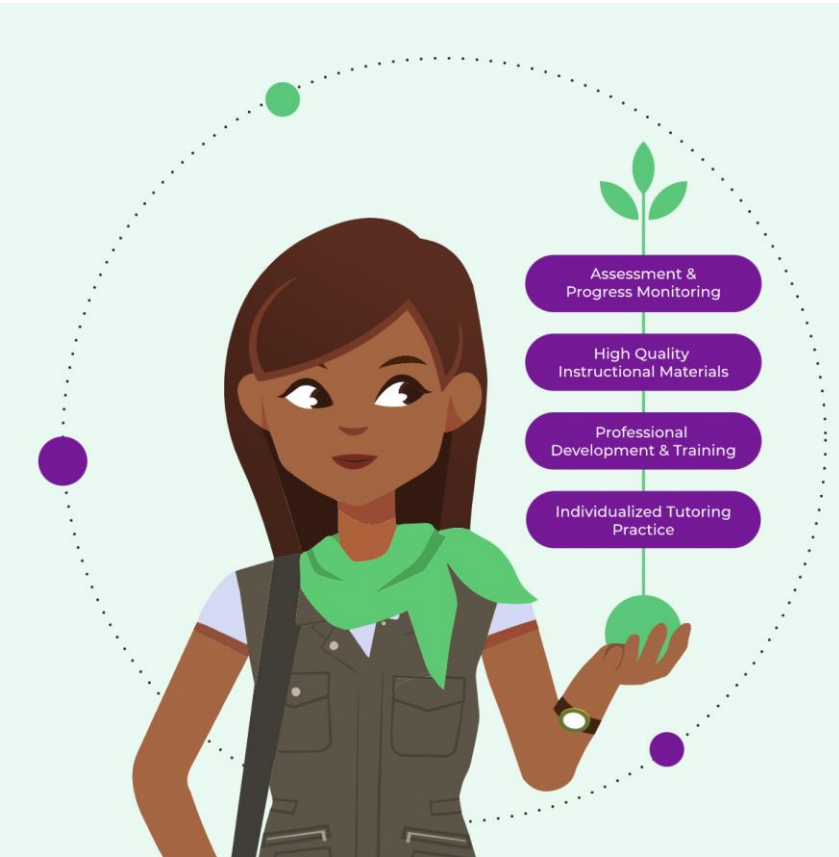
Special Education Teacher SPIRE Usage/ Data Reporting, Across Elementary Networks:

Teacher Usage Rate: Measured by SPIRE data reporting							
2023-24 School Year		Reporting Rate	2024-25 School Year		Reporting Rate		
		BOY		–		BOY	65%
		End of T1		63%		End of T1*	
		End of T2		76%		End of T2*	
		End of T3 / EOY		74%		End of T3 /EOY*	

**data forthcoming*

We are pleased to see that more teachers used Illuminate to report their data at the beginning of this year than in November of 2023. We have six elementary schools who have no evidence of Spire use and five other schools who have reported data for far fewer students than we would expect based on iReady and IEP goal data.

Amira Reading Assistant



Amira is an AI-driven Intelligent Growth Engine that is designed to supplement staff-led Spire literacy intervention. When students read to Amira, the system is able to adapt in real time, targeting gaps and providing powerful data for our educators.

Amira requires only 15-20 minutes three times a week to implement, and there is research to suggest student growth is similar to tutor-led intervention, so our approach of using this to supplement to staff-led Spire intervention can produce more rapid gains.

Amira is available in English and Spanish across TK-8.

Implementation Data: Amira

- New this year!
- 1800 registered student users
- 30 schools still have not activated their accounts- while this is a new tool and there was some challenge with Clever integration, our desire is to partner with schools to get >75% of mild-moderate and RS programs using it weekly by May, 2025.
- 19 teachers across 15 schools have reached the use target- more use in middle schools right now, especially sixth grade
- ~200 students logged in and read with Reading Assistant over the course of 7 weeks.
- Students read **950** stories aloud with Reading Assistant for nearly **5,936 minutes** of intervention.



Implementation Data: TeachTown (Mod-Extensive)

Since this is our first full year of implementation with TeachTown, we started accountability for benchmark assessments with ELA and will expand to math in 2025-26.

T1 Assessment Types:

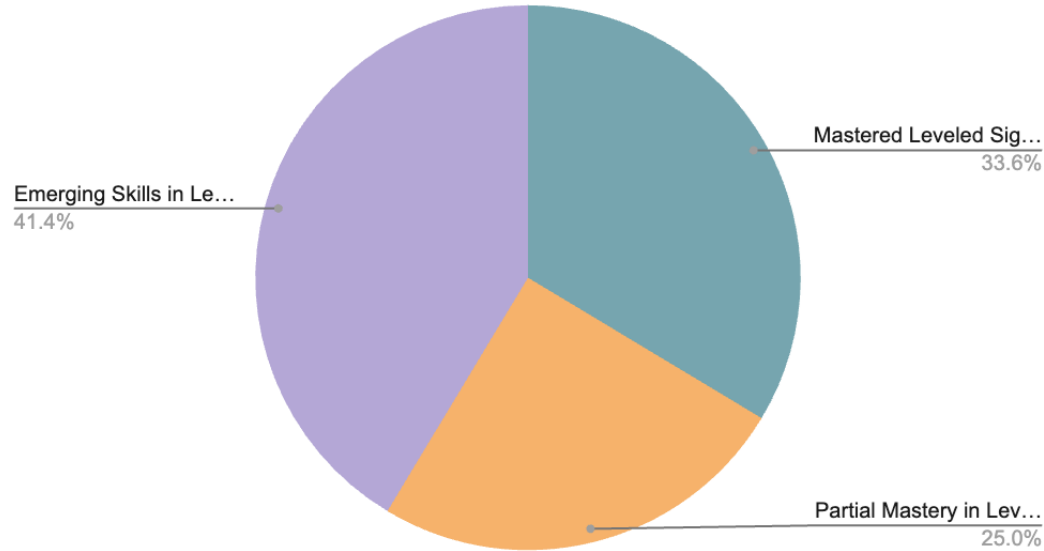
- Students were assigned two assessments in the ELA domain: either decoding and sight words for younger students and sight words and comprehension for older students.

T1 Window:

- 329 ELA benchmark assessments administered across 179 students. This represents about 31% of all students in these programs across grades K-12.

TeachTown Benchmark 1 Results- Sight Words

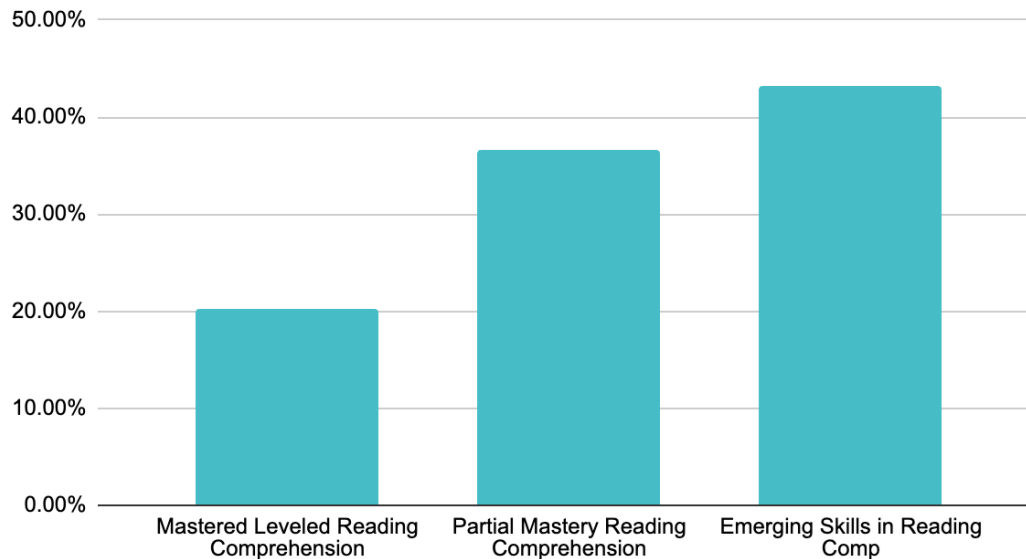
Benchmark Results for Leveled Sight Words



Of the students who participated in the benchmark, 25% showed partial mastery of their leveled comprehension assessment (40-79% accuracy), 34% showed full mastery (80%+), and 41% showed emerging skills (0-39%).

TeachTown Benchmark 1 Results- Comprehension

Benchmark Comprehension Results



For comprehension, results showed lower overall mastery, with just over 43% of students at the 0-40% accuracy range, 37% of students at the 40-79% accuracy range, and 20% at the 80%+ full mastery level.

Implementation Data: TouchMath

TouchMath is our math curriculum for grades K-2 in mild-moderate self-contained programs (SCPs) and grade TK-5 in resource specialist programs. We expect to be able to share more useful implementation and progress data in Spring, 2025. What we know now:

95 teachers should be using TouchMath. All teachers are set up in the online teacher platform and have their materials.

Of those teachers, about 20% are fully implementing, 40% are partially implementing, and 40% are not yet implementing the curriculum

TouchMath training has been provided on 8/1, 9/20, and 10/23. Trainings will be offered on 2/26 and 4/23.

Implementation rockstars include Glenview, Greenleaf, Hillcrest, KDA, and Piedmont Ave.

Implementation Data: V-Math

V-Math is our math curriculum for grades 3-8 in mild-moderate programs, and TransMath is our curriculum for grades 9-12 in mild-moderate programs. This is our first full year of implementation for each of these products. We expect to be able to share more useful implementation and progress data in Spring, 2025. What we know now:

26 teachers should be using VMath. All teachers are set up in the online teacher platform and have their materials.

125 students have VMath instructional data inputted online, of 352 students in MM programs in grades 3-8 (36%).

12/26 (46%) have administered diagnostic assessments and set up all students to access online content.

Year one implementation rockstars include SEED, Glenview, Frick, and Fruitvale.

Implementation Data: TransMath

V-Math is our math curriculum for grades 3-8 in mild-moderate programs, and TransMath is our curriculum for grades 9-12 in mild-moderate programs. This is our first full year of implementation for each of these products. We expect to be able to share more useful implementation and progress data in Spring, 2025. What we know now:

All math MM SCP teachers should be using VMath. All teachers are set up in the online teacher platform and have their materials.

77 students have TransMath instructional data inputted online, of 156 students in grade 9-12 MM programs (49%).

Year one implementation rockstar is Oakland Tech, with 77% data reporting and consistent implementation. We're providing more intensive support to Fremont and MPA, which have the lowest implementation rates.

Secondary Curriculum Launch: Academic Partnership

Completed alignment of V-Math to general education core curriculum and created an alternative implementation and pacing guide to match V-Math's units to the order of instruction for general education.

This helps create an onramp to greater general education inclusion.

SpEd leaders and General Education Math leaders have met six times to discuss curriculum, plan rollout, and develop plans for progress monitoring.

This helps ensure mutual accountability for teaching and learning in our self-contained Special Education programs.

Added reminders about reporting deadlines and implementation PD sessions in general education leader newsletters, PPL, and other comms spaces, and began build-out of a data dashboard.

This helps leaders get the information they need via as many means as possible.

Curriculum Summary:

- OUSD has invested in evidence-based, quality curriculum for each of our Special Education programs.
- We have seen lots of growth in curriculum use over the last year, but we still need much more work to achieve 90% implementation.
- We still need to find a quality tool to support high school-aged students who need phonics intervention.

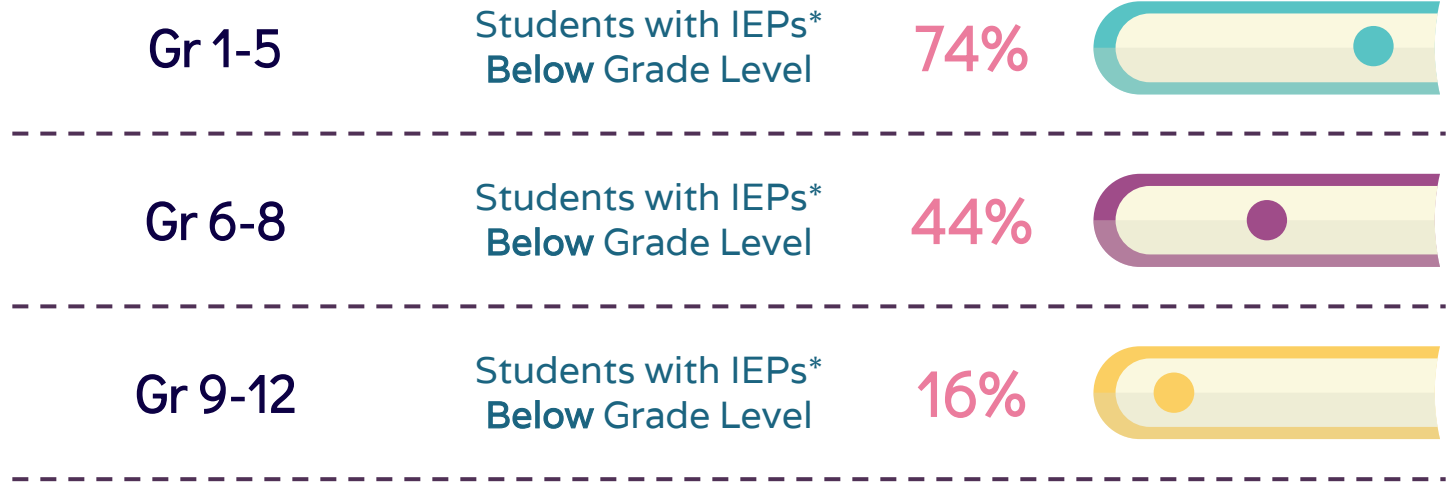


Spotlight on Literacy

How have our investments in literacy intervention impacted our students?



Which students with IEPs need phonics instruction?



*All Students with IEPs are required to take the iReady assessment, EXCEPT student in Mod & ESN programs

Elementary School Data: iReady Phonics

Comparing Fall 24-25 to Fall 23-24

2023-24 Fall (LAST YEAR)	Not Special Ed 10,811	Special Ed 2,301 students	2024-25 Fall (THIS YEAR)	Not Special Ed 10,957 students	Special Ed 2,051 students
Did Not Take	1.4%	3.1%	Did Not Take	1.0%	1.7%
3+ Grades Below	15.2%	35.9%	3+ Grades Below	15.6%	35.1%
2 Grades Below	19.5%	27.0%	2 Grades Below	19.3%	25.0%
1 Grade Below	18.1%	13.2%	1 Grade Below	18.8%	13.8%
Early On Grade	3.7%	2.0%	Early On Grade	3.9%	1.7%
Mid-Above Grade	11.8%	4.7%	Mid-Above Grade	11.6%	7.3%
Tested Out	30.3%	14.3%	Tested Out	29.8%	15.5%

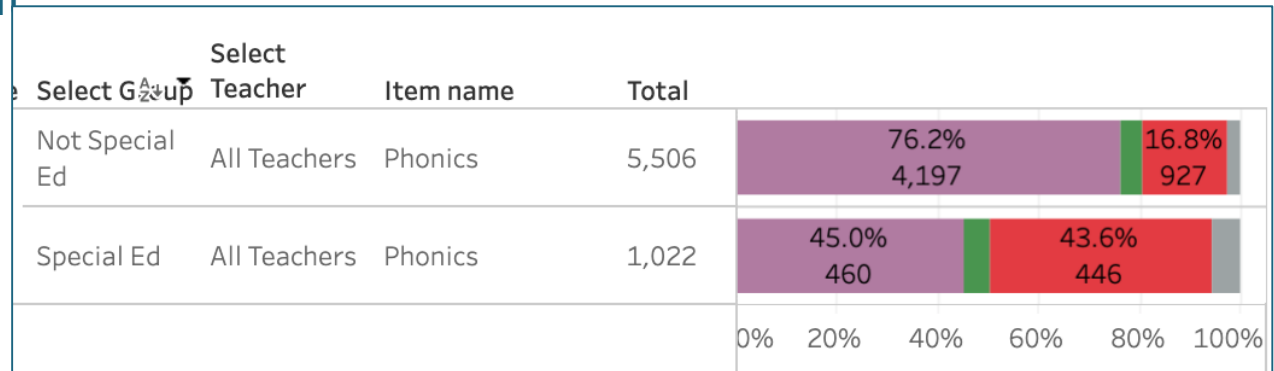
Last school year, **21.0%** 1st-5th gr. students with IEPs at/above grade level.
 This school year, **24.5%** 1st-5th gr. students with IEPs at/above grade level.
 Higher rate of test administration: **1.7%** of students did not take, compared
 to **3.1%** last year.

Middle School Data: iReady Phonics

Across grades 6-8 (including Tk-8, 6-8, and 6-12 campuses),

21% of all students scored 3+ grade levels below on iReady Phonics, Fall 24-25

- 16.8% of all students without IEPs
- 43.6% of all students with IEPs who are expected to take iReady assessment



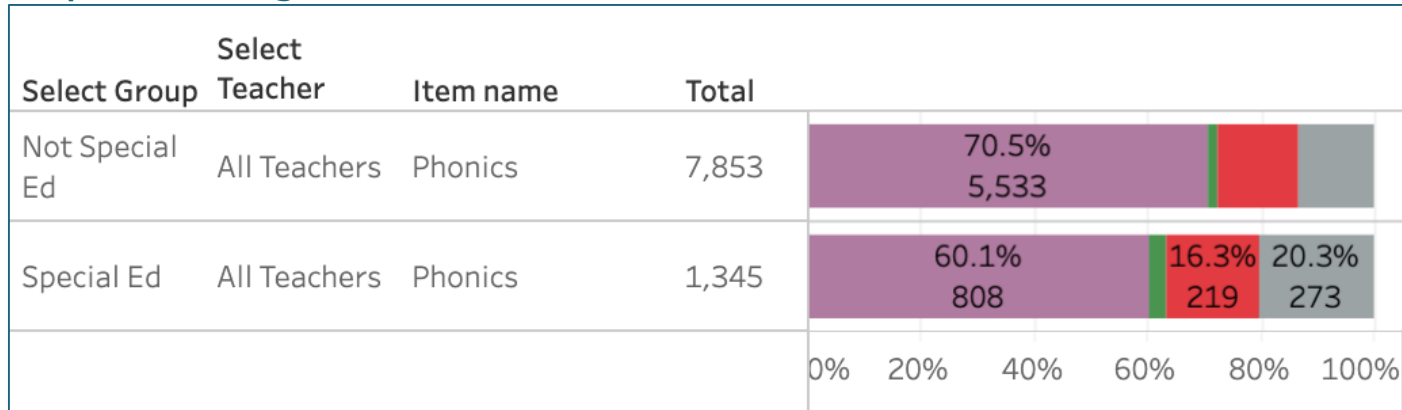
High School Data: iReady Phonics

Across grades 9-12 (including 6-12 and 9-12 campuses),

14.6% of all students scored 3+ grade levels below on iReady Phonics, Fall 24-25

- 14.3% of all students without IEPs
- 16.3% of all students with IEPs who are expected to take iReady assessment

Note: Significant percentage of students did not take the test



Literacy Summary:



- While we cannot ascribe complete causation for growth to the use of Spire, we can use student-level comparison data to see that students who receive Spire instruction 3+ times a week are building phonics skills faster than those who don't
- Our data show that students with IEPs are still gaining phonics skills in the middle grades.
- We still have too many students with IEPs who need phonics support in secondary schools.

Educational Setting

Where do our students with IEPs learn, and how does that compare to our neighbors?



Early Childhood LRE

- Currently, over 80% of students who are preschool-aged with an IEP and enrolled in an OUSD PK program spend most or all of their time in a separate, segregated Special Education classroom. More than half of those students attend Burbank, which currently has no opportunities for learning with typically-developing peers.
- The ECE SpEd team has focused on movement into the LRE for TK-5 over the last three years and has aimed to better educate families and staff about general education integration benefits.

2023 LRE Movement	2024 LRE Movement
34 students, 17.4% of SCP population	39 students, 15.2% of SCP population

School-Aged LRE

- Currently, about 65% of students in grades K-12 who attend a public school and have an IEP spend 80% or more of their time in general education. This is an increase over our 2023 official state data by about 4.5%.
- 23% of students with IEPs in public schools spend most of their day in a segregated, self-contained program. This represents a change of .9% from our official state data in 2023.

LRE Comparison Data

District	% Students Included Fewer than 40% of minutes	% of students 80% + included in general ed
Berkeley	4.9%	81.6%
San Leandro	20.4%	47.8%
Pleasanton	15.8%	52.6%
Hayward	26.1%	53.7%
Fremont	20.3%	54.7%
Alameda	16.5%	57.4%
Albany	17.5%	70.4%
Oakland	23.9%	60.5%

LRE

Summary:

- OUSD is relying too much on self-contained, segregated programs, especially at the mild-moderate impact level.
- Most neighboring districts have more students receiving some separate setting and some regular setting services rather than full segregation.
- OUSD's Early Childhood programs are especially segregated, but the ECE staff also have the highest rates of movement to less restrictive settings between PK and TK/K.



Future Data Review Opportunities


	Nov	Dec	Feb	May
SPIRE	Benchmark	X	Benchmark	Benchmark & EOY Growth
TeachTown	Reporting Window 1	X	X	Reporting Window 2
Voyager		9-12 products Benchmark		9-12 products Benchmark
PoGs	Due for ECE-5	Due for 6-YA	Due for ECE-5	Due for Everyone

PoG = Progress on IEP Goals Data



Training and Support for Educators

- Monthly job-alike professional development for Special Education teachers focused on implementing their curriculum
- Content sessions at New Teacher Institute
- Milieu support from TeachTown implementation specialists for Mod-ESN educators
- Curriculum implementation and disability impact basics sessions embedded in our new support staff orientation weeks, plus optional, paid PD day content for paras and ISSs
- Demo lessons and 1:1 coaching sessions for Special Educators from our TSAs
- Just-in-time office hours and inclusive practices series for any interested general educator
- School site-specific sessions on Spire
- Asynchronous resources, such as launch videos and guides
- Release time for collegial observations



Increased use of all curriculum, with goals of 95% for Spire and 75% for V-Math, Transmath, TeachTown, and TouchMath

More quality instructional PD opportunities for paraeducators and ISSs

Deeper mutual accountability and progress monitoring practices across SpEd, Academics, and Network Leaders

Areas of Focus for Winter and Spring

Ask of the Board Committee

- Understand the current landscape of curriculum availability and use for Special Education programs;
- Review and analyze achievement and progress data for students receiving Special Education services;
- Support accountability for site and central leaders to ensure **all** students receive appropriate, rigorous instruction;
- Provide feedback on future priorities to continue to improve the quality and impact of our Special Education services.

Thank you

For more information, please reach out:

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Additional Slides

Not part of presentation
For additional information and/or in
response to Board member questions

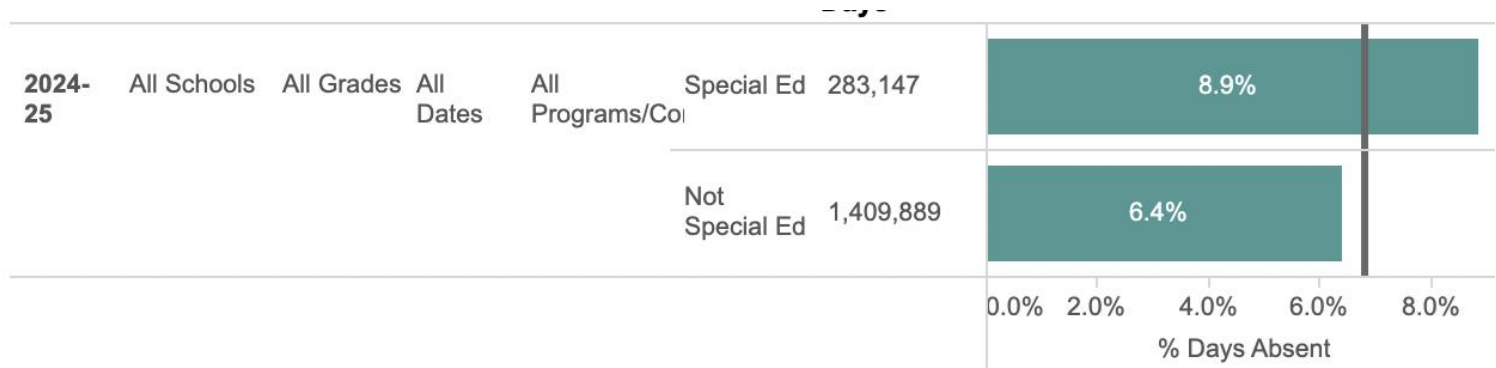
Acronyms Used in this Deck

- IEP: Individualized Education Program
- MM: Mild-Moderate
- ESN: Extensive Support Needs
- SCP: Self-Contained Program (formerly SDC)
- LRE: Least Restrictive Environment
- RSP: Resource Specialist Program
- SLD: Specific Learning Disability
- OHI: Other Health Impairment
- AUT: Autism
- FTE: Full-Time Equivalents

Long-Term Outcomes for People with Disabilities

- The pre-pandemic college enrollment gap for youth with and without disabilities was just over 16% (27% of students with IEPs in high school went to college in 2019). 4.3% of college graduates in 2019 had an identified disability.
- In 2019, 20% of youth with disabilities aged 14-24 were neither in school nor employed.
- Young adults with disabilities are over 6% more likely to experience poverty.
- People with disabilities have a median life span of 49.3 years as of 2021, a full 19 years lower than folks without disabilities.
- In 2023, only 22.5% of people aged 18+ with disabilities were employed.

Absence of Students with IEPs



Students with IEPs are more likely to miss school. They have higher rates of unverified absences, as well, when compared to typically-developing peers.

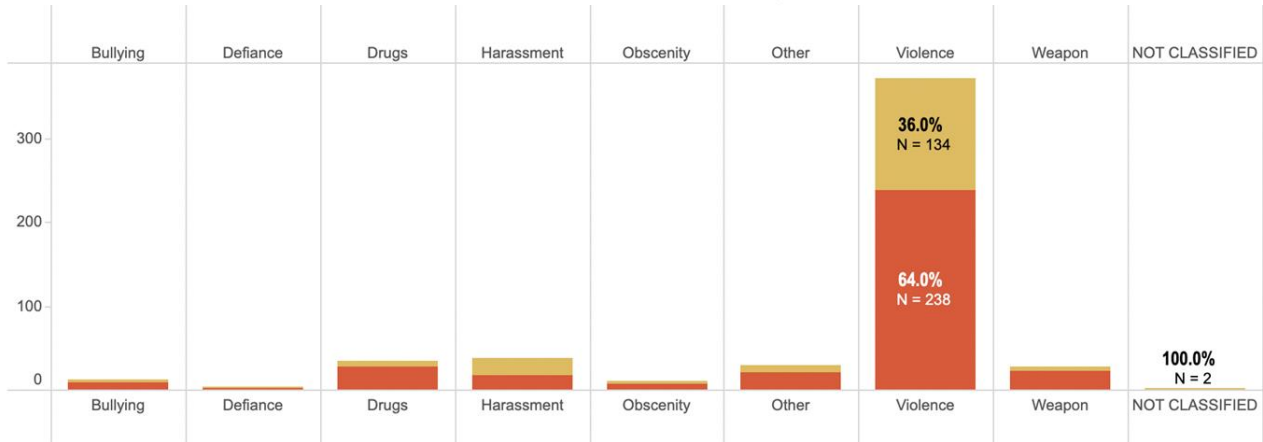
Suspension of Students with IEPs

Select a Year: 2024-25 |
 View by Network/School: District |
 Select Net/School: All Scho... |
 View by Grade: All Grades |
 Select Grade: All Grades |
 View by Group: Special Ed |
 Select Group(s): (All) |
 View by Offense/Group: Offense G... |
 Select Offense(s): (All)

OSS at All Schools for All Grades: Percent and Number of Incidents by 'Special Ed' Subgroup

Special Ed	Not Special Ed	Grand Total
186	343	529
35.2%	64.8%	100.0%

OSS at All Schools for All Grades: Percent and Number of Incidents by Offense Class



Total # of Incidents
529

Total Days
1,057

Students with IEPs make up about 18% of the population but account for 35% of all suspensions. Black students with IEPs are almost 9x more likely to be suspended than students who are not Black and who don't have an IEP.



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