Student Opportunity Act Plan

Martha’s Vineyard

# Commitment 1: Focusing on Student Subgroups

*Student subgroups requiring focused support to ensure all students achieve at high levels in school and are successfully prepared for life.*

* English learners and former English learners
* Students with disabilities
* SEL Behavioral Health Support

*The rationale for selecting these student subgroups.*

The SOA outlines the Martha's Vineyard Public Schools' (MVPS) plan of commitment to support subgroups A) students with disabilities, B) English language learners, and C) the social emotional support for all student sub-groups. It is to give equitable access to all children in the aforementioned sub-groups to support their behavioral health and wellness and academic achievement. This plan of intervention is based on review of state accountability MCAS data, ACCESS data, MVPS district- wide assessments, Tiered Focused Monitoring and Continuous Improvement Monitoring Plans, many recent program evaluations contracted with independent evaluators, as well as, partnered with community programs to complete. The results demonstrate that students in these subgroups are not performing at the same levels of MCAS achievement as their peers, or there may be challenges to providing sufficient and/or equitable services in academic programming and social/emotional and behavioral health supports.

Coherent with our strategic plan, endeavors in these three areas will support our Island community in general and our student subgroups specifically. As outlined below, these endeavors will help to ensure equitable access and increase of services for our children with the highest needs, our students with disabilities, English Language Learners and identified students with social/emotional behavioral health needs. A variety of reviews and program evaluations took place and were concluded within the past five years. The status of the initiatives that resulted from these evaluations range from the conceptual phase to ongoing and evolving for continued improvement.

We recognize that these initiatives are broad and therefore far reaching to establish a solid foundation for ongoing support of children in these sub-groups and, therefore, are meant to be looked at and evaluated through the lens of long-term interventions.

**Commitment 2: Using Evidence-Based Programs to Close Gaps**

Focusing on Student Subgroups:

* Students with Disabilities
* Students with High Needs (low-incidence) Disabilities
* Students with low to moderate needs in inclusive classroom settings
* Students with Social and Emotional impairments and trauma
* At-risk students (potential SWD) receiving interventions through tiered supports

Martha's Vineyard Public Schools is a school system that proactively addresses the needs of our students with disabilities in the least restrictive environment. We have noted that referrals and eligibility are high and inconsistent among our districts compared with the state average of 18.5%.

* Edgartown 21.7%
* MVRHS 22.7%
* Oak Bluffs 24.6%
* Tisbury 15.1%
* Up Island Regional School District 19.7%

We are also committed to ensuring that students are supported through tiered systems of support whether identified as having a disability or not, and that the child find/eligibility process is consistent and efficient across all of our schools.

## Focus Area 1: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Targeted Student Supports Students with Disabilities:

Over the last few years Martha's Vineyard Public Schools contracted with Mr. James Shillinglaw to conduct external evaluations of many facets of our programming for children with special education needs. The evaluations were conducted in targeted areas:

1. Shared Service and Intensive Needs Special Education Programs

2. High School Special Education Programming

3. Early Childhood Programming and

4. Building based special education programming in our Elementary (K- 8) Schools.

Context and Purpose of the Shared Service/Intensive Needs Special Education Programs

The Martha's Vineyard Public School System comprises three grades K-8 elementary schools, each serving a single town and as such, recognized as single school districts. Two additional elementary schools form the Up-Island Regional School District, serving three towns. One regional high school serves children in grades 9-12. A collaboration was formed to share costs and services/resources among the four districts of the MVPS in order to provide services for the highest need student with disabilities (low incidence) in K-8.

The MVPS Intensive Needs Special Education Services, at the prk- 8 is referred to as the MVPS Shared Services Special Education Programs. The Shared Services Special Education Program is part of this cost-sharing arrangement and is funded by a statutory formula based on the number of children in each district, divided proportionally. It includes early childhood services/programs and Kdg-Gr.8 programs. The high school also provides programs for students with intensive needs which provide a continuum of services as the students move through the grades and into the High School. The first component of special education services that was evaluated K-8 programs, Bridge and Compass (previously social skills). The program evaluation was conducted over the fall and winter, 2016-2017.

The Bridge programs are designed to serve children diagnosed with Autism and children with global medical, social/ emotional, and pervasive disabilities into the general K-8 classroom setting. The purpose of the Bridge programs within the Shared Services, is to provide high quality specialized instruction, related services, and supports to meet the needs of students that were unable to make effective. progress in their building-based programming. This allows the districts to provide effective programming in a public school setting within the island schools.

The Compass Program (previously known as social skills program) is designed to serve children identified with emotional and behavioral disabilities in K-8 (also HS level). The purpose of the Compass program within the Shared Services, is to provide high quality behavioral and therapeutic interventions and any specialized instruction or related services to meet the needs of students that were unable to make effective progress in their building-based programming. This allows the districts to provide effective programming in a public school setting within the island schools.

The above programs lead into the HS programming, (after the evaluation they were also restructured and re-named, Navigator, Compass Program and a Voyager Program (18-22)).

Stakeholders/Participants in the Evaluation

The stakeholders interviewed for the program evaluation included the superintendent, assistant superintendent, Co-Directors of Student Support Services, building principals, six special education teachers, one Board Certified Behavior Analyst (BCBA) consult, thirty-five Educational Support Personnel (updated) the MVPS business manager, speech and language, occupational, and physical therapists, and most notably, the parents of children supported by the Shared Services Program.

Data Collected, Means of Data Analysis, and Key Findings

The evaluator worked to gather data in a quantitative (cohort and historical) and qualitative (observations and interviews) manner. The quantitative method was used to collect data from documentation of census and statistics provided by the MVPS and the Massachusetts Department of Elementary and Secondary Education. This included the review of MVPS IEP, budget, and policies and procedures documents. The qualitative method was used to collect data from small group and individual interviews and discussions conducted with stakeholders and beneficiaries of the MVPS Shared Services Program. Site visits to Shared Services Programs classrooms were conducted to afford the evaluator opportunities to observe Shared Services Program students, staff, and classroom practices.

Statistical quantitative data regarding the increasing number of children identified for special education services and increasing number of MVPS personnel were compared to the historical MVPS averages and the current state averages.

Findings

The evaluator's review process identified the following areas that might be addressed by MVPS; the lack of recruitment, retention, and training of staff, the appropriateness of including children with varying intensive disabilities in the same setting, the overuse of Education Support Personnel, and the need to refine the extended day services that were being provided.

Other Special Education Program Evaluations: 2. High School Special Education Programming, 3. Early Childhood Programming and 4. Building based special education programming in our Elementary (K-8) Schools all followed similar methodologies as the Shared Services Special Education Program Evaluation.

Utilization of Various Evaluations:

The following recommendations have been addressed and continue to be the focus of our improvement plans. These areas have been highlighted in the Special Education Program Evaluations conducted by Mr. James Shillinglaw over the last 4 years, Continuous Monitoring Plans/Processes; and results of Tiered Focus Monitoring from DESE.

With a focus on the provision of services following a Least Restrictive Continuum and maintaining an emphasis on inclusion for students with disabilities:

* Reconfiguration of Shared Service and Intensive Needs HS programs
* Prof. Development; disability, interventions, eligibility guidelines
* Increase Professional staffing versus reliance on assistants paraprofessionals)
* Increasing meaningful inclusion opportunities

MVRHS:

* Rolled out evidenced based reading instruction
* Changing Child Find process

Early Childhood:

* Clarifying program needs
* Pyramid Model implementation
* Increased collaboration with community services

Building Based Services:

* Consistency in Special Education across all schools; processes/procedures across districts (i.e., processes development, team chair, etc.)
* Professional Development for general & special educators; eligibility, special education, effective teaching interventions, co-teaching
* Increase inclusion opportunities
* Expand on Co-teaching models (see below)
* Coaching, professional development, strategic planning on development in schools

The following are our initiatives for the next two years to continue the work that we have started:

* Continued collaboration with ELL department
* Develop eligibility processes for ELL students
* Professional development EL & Special Ed strategies

Continued Inclusion initiative:

* Expand Co-teaching across all district middle schools
* Increasing Tier 1 and Tier 2 supports
* Professional Development for Special and Regular Education Teachers and staff

Accommodations, universal design for learning, Responsive Classroom

Social and Emotional initiatives:

* Think:Kids
* Embedded counseling
* Coaching
* Expanding on universal screening- Progress monitoring for tracking growth

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the****$ character** | **Foundation Category** |
| **1** | **Special education Co teachers** | **500000** | **Classroom & Specialist Teachers** |
| **2** | **PD coaching for Co teaching** | **25000** | **Professional Development** |
| **3** | **PD MTSS, UDL, Tier 1 and 2** | **5000** | **Professional Development** |
| **4** | **Think:Kids District wide training Readiness Assessment** | **23500** | **Professional Development** |
| **5** | **PD Team Leaders and facilitators, PD for IEP development/ process** | **39000** | **Professional Development** |

## Focus Area 2: Another evidence-based program proposed by the district.

## Expanded learning time in the form of a longer school day or year (A)

## Hiring school personnel that best support improved student performance (D)

Targeted Student Supports: English Language Learners

Goal 1: ELL Program Review Alignment: Establish culturally responsive school community and Enhance student learning/experiences: Hire Transitions Family Engagement Coordinator to support students and parents' connection with the high school and community.

MVRHS received the Systems for Student Success Initiatives grant to fund a Family Engagement/Transitions Coordinator to enhance family engagement and support transitions after high school. These two critical areas align directly with the 2019- 2020 Martha's Vineyard Regional High School Improvement Plan's goals: Strengthening and educating all parents and students about all post-secondary pathways, increasing parent and staff engagement in parent teacher conferences, Celebrating post-secondary pathways by strengthening and educating all students and parents about opportunities for the future. The role of the Family Outreach and Transitions Coordinator and the action plans developed by this person in collaboration with educators and the guidance department will be incorporated into the details of the school improvement plan with benchmarks and goals.

With the increase in ongoing communication, additional funding has been needed to put towards translations and interpretation. To support this need of ongoing Portuguese language communication the central FY 22 budget includes a bilingual ELL program and Communication Administrative Assistant. This additional position is a centralized way to embed bilingual and bicultural communication to support families and school staff.

Goal 2: ELL Program Review Alignment: Strong Program Development and Enhance student learning/experience: Continue to hire a sufficient number of ESL teachers and interpreter Educational Support Personnel necessary to serve ELs at all ELP levels in all schools and to engage in shared responsibilities of assessment and planning in collaboration with classroom teachers who share responsibility for delivery of the instructional components of the program.

Edgartown School has the largest number of ELs.

* A fourth ESL teacher was included in the FY 2021 budget, however, the funding is pending due to the fiscal crisis of COVID. This position has been approved for the FY22 budget.
* An additional 1.0 Interpreter ESP to support students, staff, and family needs was included in the Edgartown FY 2021 budget.
* A 5 hour per week interpreter was hired to support the remote teachers, students, and parents. This position is paid for by three local school districts.
* A SEI instructional coach was hired with Title 3 funding to support SEI content teachers and other teachers in instruction and professional development.

In the fall to winter of 2019, Martha's Vineyard Public Schools completed an extensive ELL program review. One recommendation from the program review was to explore whole-school coaching frameworks that are research-based and have a proven impact on EL instruction. Include this exploration in the Master Implementation Plan.

During the school year 2020-2021, with the use of Title 3 funding, we hired a language acquisition (SEI) coach to support teachers in the island schools with language objectives, instructional supports, professional development and resources for classroom content instruction. Due to COVID, this position has been modified to support our remote teachers and students. The SEI coach works remotely to support both remote and in person students and staff.

MVYPS ELL program continues to offer professional learning opportunities to support educators in providing accessible instruction to ELs. During the 20-21 school year, workshops on building accessible lessons for ELs provided by a local ESL expert will be available to all educators.

MVYPS received a grant to be part of Black Print's Culturally Responsive Leadership training. The training started in the fall of 2020 and will continue for three years. The leadership team will continue to learn and create action plans that address biases, racism, and systemic injustices. The school system also received a small grant to provide some professional development for teachers about analyzing biases within curriculum.

Goal 3: Support English Learners after COVID-19 school closure. FY 20 and FY 21 Title 3 funding will be used to provide supplemental after or before school English language and content academic support for all island schools. This support will lessen the regression from the COVID-19 school closure.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Transitions/Family Engagement Coordinator, professional development and supplies** | **20000** | **Other** |
| **2** | **Transitions/Family Engagement Coordinator** | **20000** | **Classroom & Specialist Teachers** |
| **3** | **ELL Program and Communication Assistant** | **69000** | **Classroom & Specialist Teachers** |
| **4** | **SEI Instructional Coach to support content teachers, ESL teachers, and all staff to support the teaching and learning of English learners** | **30000** | **Classroom & Specialist Teachers** |
| **5** | **Extended Learning: Instructional salary for afterschool ELs academic support and instruction. This funding is targeted for most at risk students due to school closures and inaccessibility to remote learning.** | **12040** | **Pupil Services** |
| **6** | **Culturally Responsive Leadership training, SEI making lessons ACCESSIBLE for ELs Professional Development** | **6500** | **Professional Development** |

## Focus Area 3: Another evidence-based program proposed by the district.

## Social services to support students' social-emotional and physical health (C)

Targeted Student Supports: Social and Emotional Support for All Student Sub-groups

In April of 2016, the Martha's Vineyard Public Schools (MVPS) began researching vendors and agencies that might conduct a full program evaluation of our school system's health and wellness supports and programming. This initial process evolved into a collaborative partnership between the MVPS, and community agencies which included Martha's Vineyard Community Services (MVCS), the Island-Wide Youth Collaborative (IWYC), the Youth Task Force (YTF) and private donors which leveraged our collective strengths and capacity to identify and contract with a mental health-based program evaluator.

Per our request, Drs. Matthew Biel and Jeff Bostic, child psychiatry faculty at MedStar Georgetown University Hospital, and Drs. Sharon Hoover and Nancy Lever, Co-Directors of the National Center for School Mental Health conducted a strengths and gaps analysis of the Comprehensive School Wellness (CSW) system for MVPS. Methods included a quantitative and qualitative review of the MVPS system. The assessment resulted in a comprehensive assessment of present conditions and resources along with an action plan of recommendations. The recommendations to better support MVPS students included a universal health curriculum in schools, positive school climate, and accessible behavioral health for students.

Goal 1: Hire a .5 FTE MVPS Behavioral Health Coordinator

The purpose of the MVPS Behavioral Health (BH) Coordinator is to ensure an efficient, appropriate, and responsive behavioral health system across MVPS schools. The MVPS BH Coordinator will function as a centralized role to support planning, accessing, and facilitating behavioral health services and programs across all MVPS schools. The BH Coordinator's role, specifically, is to provide administrative support to MVPS' five elementary schools and its regional high school through the following actions:

Collaborate with school guidance counselors, school psychologists and nurses (as well as other health teams) in evidence- based comprehensive school-based behavioral health program development;

* Conduct evidence-based and rigorous assessment and evaluation of services and programs;
* Manage and analyze student and school-level data to enhance programs and meet students' needs;
* Grow the assessment and evaluation capacity of school staff to self-assess and respond to student, staff, and family needs around behavioral health;
* Access service providers at the local and remote (e.g., Telehealth) levels;
* Recommend and research professional development as appropriate for school needs;
* Develop MOUs and service policies/protocols for behavioral health in MVPS schools;
* Seek additional funding to scale up services as appropriate and secure sustainable practice; and
* Enhance coordinated and timely communication of behavioral health services/programming that is both appropriate to different developmental levels, inclusive, and culturally responsive.

In addition to working with school level teams, the BH Coordinator will work in collaboration with the All-Island Health Education Coordinator to ensure that the multi-tiered supports available within MVPS schools collectively promotes positive youth development and reduces risk factors for MV youth wellbeing.

Goal 2: The Behavioral Health Coordinator would develop a comprehensive, multi-tiered system of care using the NSMHC and SHAPE System to ensure MVPS schools progress towards achieving national school mental health quality indicators.

Goal 3: The Behavioral Health Coordinator would determine the feasibility of and implementation proposal for a school-based health center (SBHC) at Martha's Vineyard Regional High School.

MVPS Behavioral Health Coordinator:

Year 1: September 2020 – August 2021- Job Functions:

20 hours/per week

Responsibilities will include:

* Direct and manage the development and implementation of comprehensive school mental wellness systems across Martha's Vineyard Public Schools;
* Manage the day-to-day coordination of community-partnered school mental health within and across schools;
* Maintain collaborative relationships with all the partners involved in Martha's Vineyard Community-Partnered service provision;
* Seek out and build new relationships within the community to increase the staffing capacity for community-partnered school mental health;
* Monitor and analyze data in order to report out trends on types of referrals, number of referrals and how many referrals turned into actual services and supports;
* Work closely with each Martha's Vineyard Public School principal and their mental health and administrative staff to identify needs specific to their school;
* Develop and maintain legal documents (contracts, MOUs) that are relevant to Community-Partnered School Mental Health;
* Identify, organize and provide Professional Development opportunities that increase awareness about community- partnered school mental health, mental health and stigma, and how to make appropriate referrals to the program;
* Regularly communicate with Martha's Vineyard Public School Leadership and any consultants to brainstorm, identify successes and challenges, and plan for addressing issues and disseminating successes.
* Map array of local and state mental health and substance use services, including identifying gaps in services/supports. Resource mapping offers schools and districts a comprehensive view of school and community mental health services and resources available to students and families. Having a systematic process that helps individuals to better understand specific details about the type of service offered and how and when it can be accessed can help to improve student follow-through with services and coordination of care.
* Engage families and youth in treatment
* Ensure that existing policies are up-to-date, appropriate, consistent, and aligned with program goals
* Conduct program evaluation and data collection for the purpose of continuous improvement including:
* Impact of mental health/substance-use services on student wellness and school success
* Implementation success, including effectiveness of school-community partnerships

Year 2: September 2021 – August 2022 (Local or Future Grant Funding)

Professional development for school staff to promote mental health literacy and early identification

* Implement on-site treatment services in schools, augmenting school counseling
* Establish effective school-community teaming to support a full continuum of MH/SU care
* Implement consistent referral and feedback mechanisms across schools
* Regular meetings of school and community MH/SU providers to discuss challenges/successes
* Evaluate impact on student wellness/school success
* Evaluate effectiveness of school-community partnerships
* Determine necessary adjustments based on implementation findings

Years 3 September 2022 – August 2023 (Local or Future Grant Funding)

* Expand array of local MH/SU services by increasing professional development and reimbursement opportunities
* Expand supports for students experiencing transitions (e.g., from intensive psychiatric care, between schools, newcomer students)

Quality improvement activities to ensure:

* accessibility of MH/SU services and supports
* effectiveness of school-community partnerships to support student MH/SU
* mental health literacy of school staff
* positive impact on student wellness/school success

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Salary .50 FTE Behavioral Health Coordinator** | **48000** | **Instructional Leadership** |
| **2** | **PD to support BH coordinator** | **8000** | **Professional Development** |
| **3** | **Feasibility of and implementation proposal for a school-based health center (SBHC) at Martha's Vineyard Regional High School.** | **27750** | **Instructional Leadership** |
| **4** | **develop a comprehensive, multi-tiered system of care using the NSMHC and SHAPE System** | **22000** | **Professional Development** |

**Commitment 3: Monitoring Success with Outcome Metrics and Targets**

*Outcome metrics that will be used to measure progress in closing gaps for selected student groups.*

* Student Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* High School Completion: Annual dropout rate
* English Language Proficiency: Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Custom District Metric 1: Family and Student Surveys
* Custom District Metric 2: Referrals to Counseling
* Custom District Metric 3: HRSA-HPSA Index

**Commitment 4: Engaging All Families**

*District plans for ensuring that all families, particularly those representing identified student subgroups most in need of support, have access to meaningful engagement regarding their students’ needs.*

A.) Students with Disabilities:

MVPS has and will continue to use the following vehicles to inform our interventions and supports for students with disabilities.

* IEP meetings
* Parent surveys sent with and after every IEP meeting
* IPAC meetings (Parent Advisory Committee)
* Parent workshops - targeted topics
* SAC meetings
* School Committee meetings
* Collaboration with MV Community Services
* Collaboration with Island Disability Coalition

B.) English Language Learners:

Engaging English learner families is essential in the success of English learners and schools. Martha's Vineyard Public Schools is committed to building partnerships and engaging all families. The transitions/family engagement coordinator will be working directly with families and high school staff to develop a plan to build partnerships between the schools and families. The Martha's Vineyard Public Schools are committed to bridge communication with limited English speaking families and a critical way to support this bridging is by hiring Interpreter Educational Support Personnel in each school. These key professionals communicate daily with families and school staff and students to ensure ongoing communication is happening.

We recognize that existing family engagement opportunities at our schools may not be effective in reaching all English learner families. In the Family Survey conducted during the ELL program review, 100% of families responding (49) indicated they feel welcome by the district and perceive staff to be supportive and helpful, but, in face to face forums, parents indicated they don't necessarily see the school celebrating diverse cultures and languages. A minority of families felt well-informed about processes and choices related to school in forums. Most expressed wishing to know more about the educational processes, enrichment opportunities, and ways to get involved and "have a say" in what happens at school. On the other hand, some also reported that it can be challenging to be regularly present at the school given multiple other obligations (including extended working schedules) and sometimes the lack of interpretation services. In some schools, "there is a feeling that there is miscommunication between the school and the parents of ELL students about school structure, education, and expectations/norms." A challenge that was noted was: Whereas translators and interpreters may be helpful in some situations, they are consistently reported to be insufficient for the demand.

Therefore, in addition to the ELL director meeting with all incoming kindergarten parents who have a language other than English at home, we are starting a new high school student parent home visiting project with the Transitions/Family Engagement Coordinator at Martha's Vineyard Regional High School. In this model, the coordinator will make home visits (face to face or remote) to families to engage in a two-way dialogue about shared goals for their students. We will measure the engagement of families who receive a home visit through a follow up survey and track the number of parents who attend the family events throughout the year based on their involvement in the home visit. Home visits will start Summer 2020 with incoming 9th grade English learners.

During Fall of 2020, The Transitions/Family engagement Coordinator began weekly Portuguese language parent forums to share information from the schools and give a space for parents to ask questions. These forums are well attended (between 10-30 parents weekly) and host school staff guests who present information and answer parent questions.

In addition, WhatsApp groups for each schools' ELL families were created in the beginning of the COVID-19 school closure. These groups have been instrumental in communicating critical information to non-English speaking (and illiterate) parents. These groups will continue to act a resource of information throughout the summer months and next school years for families. An additional interpreter ESP is being hired at the Edgartown School to allow more two way communication for Portuguese speaking families and the school staff. This will bring the total interpreter ESPs to 2 at the Edgartown School, 2 at the Oak Bluffs School, 1 at the Tisbury School, 1 at the West Tisbury School, and 1 at the high school. During this time of COVID-19, it will be critical to hire additional medically trained interpreters to support the health and safety of our English learning families.

C.) Social and Emotional Support for All Student Sub-groups:

To conduct and monitor the needs assessment and the efficacy of the Behavioral Health Coordinator interventions, MVPS has engaged the following stakeholders and will do the same in monitoring the position's efficacy:

* Surveys from school teams (257 respondents),
* Community providers (38 respondents), families (454 respondents),
* Students (343 respondents);
* Virtual and on-site (November 8-9, 2017 and April, 18-20, 2018) key informant interviews and focus groups with school teams (administrators, support staff, educators), school committee members, community health and mental health program leadership, elected officials, law enforcement, families, and students.
* Parent Advisory Committee
* Parent workshops - targeted topics
* School Advisory Committee meetings
* School Committee meetings
* Collaboration with Community Agencies
* Collaboration with Island Disability Coalition
* Surveys from school teams
* Community providers
* Families
* Students
* Virtual and on-site key informant interviews and focus groups with school teams (administrators, support staff, educators), school committee members, community health and mental health program leadership, elected officials, law enforcement, families, and students.

**Certifications**

*Certification that stakeholders were engaged in accordance with the Student Opportunity Act.*

Over the past 5 years, MVPS has prioritized the improvement of our programs that support our students with disabilities, ELL students, and access to behavioral health supports for all students. This work is ongoing as we look to further improve our formatting, systems, and direct support of children in these subgroups. Stakeholders/Participants in the Evaluation

Students with Disabilities:

Over the last few years Martha's Vineyard Public Schools contracted with Mr. James Shillinglaw to conduct external evaluations of many facets of our programming for children with special education needs. The evaluations were conducted in targeted areas:

* Shared Service and Intensive Needs Special Education Programs
* High School Special Education Programming,
* Early Childhood Programming and
* Building based special education programming in our Elementary (K- 8) Schools.

Context and Purpose of the Shared Service/Intensive Needs Special Education Programs

The Martha's Vineyard Public School System comprises three grades K-8 elementary schools, each serving a single town and as such, recognized as single school districts. Two additional elementary schools form the Up-Island Regional School District, serving three towns. One regional high school serves children in grades 9-12. A collaboration was formed to share costs and services/resources among the four districts of the MVPS in order to provide services for the highest need student with disabilities (low incidence) in K-8.

The MVPS Intensive Needs Special Education Services, at the prk- 8 is referred to as the MVPS Shared Services Special Education Programs. The Shared Services Special Education Program is part of this cost-sharing arrangement and is funded by a statutory formula based on the number of children in each district, divided proportionally. It includes early childhood services/programs and Kdg-Gr.8 programs. The high school also provides programs for students with intensive needs which provide a continuum of services as the students move through the grades and into the High School. The first component of special education services that was evaluated K-8 programs, Bridge and Compass (previously social skills). The program evaluation was conducted over the fall and winter, 2016-2017.

The stakeholders interviewed for the program evaluation included the superintendent, assistant superintendent, Co-Directors of Student Support Services, building principals, six special education teachers, one Board Certified Behavior Analyst (BCBA) consult, thirty-five Educational Support Personnel (updated) the MVPS business manager, speech and language, occupational, and physical therapists, and most notably, the parents of children supported by the Shared Services Program.

Data Collected, Means of Data Analysis, and Key Findings

The evaluator worked to gather data in a quantitative (cohort and historical) and qualitative (observations and interviews) manner. The quantitative method was used to collect data from documentation of census and statistics provided by the MVPS and the Massachusetts Department of Elementary and Secondary Education. This included the review of MVPS IEP, budget, and policies and procedures documents. The qualitative method was used to collect data from small group and individual interviews and discussions conducted with stakeholders and beneficiaries of the MVPS Shared Services Program. Site visits to Shared Services Programs classrooms were conducted to afford the evaluator opportunities to observe Shared Services Program students, staff, and classroom practices.

Statistical quantitative data regarding the increasing number of children identified for special education services and increasing number of MVPS personnel were compared to the historical MVPS averages and the current state averages.

ELL:

Central leadership of the Martha's Vineyard Public School District requested that The Transformative Learning Collaborative (TLC) conduct a review of the English Learner Education (ELE) programs for the MVYPS districts during the SY 2020. The overall focus of this review was to gain a greater understanding of the current status of ELE programs and services in the districts, identify strengths and needs of current programming, and report findings to the Martha's Vineyard Central ELE Action Team, a committee comprised of two representatives (one ESL teacher and one non-ESL teacher) from each of the 5 MVPS districts. The ELE Action Team will make recommendations to central leadership based on the findings and recommendations. TLC conducted an extensive review of Martha's Vineyard island-wide ELE programs to assess the quality of its programs and services for the English Learner (EL) population. TLC grounded its review on a comprehensive, research- based theory of action that focuses on critical aspects to providing an optimal learning environment for ELs.

Social and Emotional Support for All Student Sub-groups:

In April of 2016, the Martha's Vineyard Public Schools (MVPS) began researching vendors and agencies that might conduct a full program evaluation of our school system's health and wellness supports and programming. This initial process evolved into a collaborative partnership between the MVPS, and community agencies which included Martha's Vineyard Community Services (MVCS), the Island-Wide Youth Collaborative (IWYC), the Youth Task Force (YTF) and private donors which leveraged our collective strengths and capacity to identify and contract with a mental health based program evaluator.

Per our request, Drs. Matthew Biel and Jeff Bostic, child psychiatry faculty at MedStar Georgetown University Hospital, and Drs. Sharon Hoover and Nancy Lever, Co-Directors of the National Center for School Mental Health conducted a strengths and gaps analysis of the Comprehensive School Wellness (CSW) system for MVPS. Methods included a quantitative and qualitative review of the MVPS system. The assessment resulted in a comprehensive assessment of present conditions and resources along with an action plan of recommendations. The recommendations to better support MVPS students included a universal health curriculum in schools, positive school climate, and accessible behavioral health for students.

*Certification that School Committee has voted (or is expected to vote on the district’s Student Opportunity Act Plan.*

Date of Approval: Pending