

Appendix B: Data Tables

Distribution of SWD's by School and Race

Source: PSB Special Education Census, Oct. 2021

	White	Black/African American	Asian	Multi	Hispanic	Total SWD Enrollment
Baker	17.5	29.5	7.2	10.2	29.5	16.0
Ridley	11.6	29.5	6.9	15.8	26.4	14.3
Driscoll	16.7	33.3	5.1	11.1	21.6	15.2
Heath	13.6	26.3	5.6	9.3	16.7	12.7
Lawrence	15.5	24.2	7.4	10.0	26.6	14.0
Lincoln	21.6	37.9	10.4	18.6	28.0	21.4
Pierce	10.3	20	5.5	11.8	19.5	10.8
Runkle	20.3	45.8	23.7	16.9	28.2	24.1
High School	15.2	42.8	9.2	12.3	34.3	18.4
Total	15.3	34.7	8.9	13.2	29.7	16.7*

*Note: This table includes within district students only; when out-of-district students are included, the eligibility rate is 17.5%

Distribution of Disability by School

Source: PSB Special Education Census, Oct. 2021

	BEEP	Baker	Ridley	Driscoll	Heath	Lawrence	Lincoln	Pierce	Runkle	High School
Total SWD's	52	99	115	69	58	83	101	78	118	385
Intell.			1.7%		1.7%				2.5%	5.2%
Deaf/HH	1.9%	1.0%	0.9%		1.7%		2.0%			0.3%
Comm.	21.2%	21.2%	11.3%	15.9%	32.8%	25.3%	26.7%	29.5%	22.0%	8.6%
Vision										
Emot.		5.1%	7.8%	2.9%	3.4%	7.2%	2.0%	1.3%	4.2%	21.3%
Physical								1.3%		
Health		17.2%	13.9%	24.6%	20.7%	25.3%	5.9%	20.5%	16.9%	19.0%
SLD		29.3%	20.9%	33.3%	15.5%	13.3%	27.7%	20.5%	9.3%	21.0%
Deaf/B						1.2%				
Mult Dis.	1.9%	1.0%	0.9%		1.7%		5.0%		0.8%	
Autism	38.5%	11.1%	15.7%	8.7%	12.1%	7.2%	8.9%	7.7%	31.4%	12.2%
Neuro.		4.0%	9.6%	2.9%	1.7%	7.2%	16.8%	9.0%	5.9%	12.5%
Dev. Del	36.5%	10.1%	17.4%	11.6%	8.6%	13.3%	5.0%	10.3%	6.8%	

Placement Patterns by School

Source: PSB Special Education Census, Oct. 2021

	No. SWD	Full Inclusion	Partial Inclusion	Sub. Separate	Public Day	Home Hosp	Sep. Provider
BEEP	52	51.9%		36.5%			11.5%
Baker	99	89.9%	10.1%				
Ridley	115	80.0%	19.1%	0.9%			
Driscoll	69	79.7%	20.3%				
Heath	58	81.0%	13.8%	5.2%			
Lawrence	83	94.0%	6.0%				
Lincoln	101	71.3%	23.8%	4.0%		1.0%	
Pierce	78	96.2%	3.8%				
Runkle	118	69.5%	15.3%	15.3%			
High School	385	61.8%	15.1%	17.7%	5.5%		
Total	1158	73.8%	14.0%	9.8%	1.8%	0.1%	0.5%

Placement Patterns by Grade

Source: PSB Special Education Census, Oct. 2021

		Full Inclusion	Partial Inclusion	Sub. Separate	Public Day	Home Hospital	Separate Provider
PK	52	51.9%		36.5%			11.5%
K	35	80.0%	8.6%	8.6%		2.9%	
Gr 1	53	84.9%	11.3%	3.8%			
Gr 2	80	90.0%	8.8%	1.3%			
Gr 3	75	78.7%	14.7%	6.7%			
Gr 4	97	84.5%	13.4%	2.1%			
Gr 5	95	80.0%	16.8%	3.2%			
Gr 6	98	77.6%	19.4%	3.1%			
Gr 7	90	83.3%	12.2%	4.4%			
Gr 8	98	78.6%	18.4%	3.1%			
Gr 9	82	78.0%	15.9%	6.1%			
Gr 10	93	57.0%	25.8%	11.8%	5.4%		
Gr 11	86	70.9%	12.8%	10.5%	5.8%		
Gr 12	100	60.0%	8.0%	21.0%	11.0%		
PG	24		8.3%	91.7%			
Total	1158	73.8%	14.0%	9.8%	1.8%	0.1%	0.5%

Appendix C: Survey Data

Brookline Professional Special Education Staff Survey Summary

Strengths and Challenges of the Special Education Department; N=65

Percent Agree or Strongly Agree

Strengths (higher % indicates higher perceived strength)	N=65
Skillful staff	87.7%
Collaborative Culture w/in Sped	86.2%
Collaborative Culture w gen ed	53.8%
Building level administrative support	46.2%
Central office administrative support	12.3%
Parent relationships	40.0%
Professional learning opportunities	18.5%
Strong paraprofessional support	35.4%
Continuum of services for students	26.2%

Percent Agree or Strongly Agree

Challenges (higher % indicates higher perceived challenge)	N=28
Skillful staff	7.1%
Collaborative Culture w/in Sped	3.6%
Collaborative Culture w gen ed	35.7%
Building level administrative support	39.3%
Central office administrative support	82.1%
Parent relationships	21.4%
Professional learning opportunities	75.0%
Strong paraprofessional support	42.9%
Continuum of services for students	28.6%

Response to Multiple Choice Questions

Professional Special Education Staff; N=65

I get the support I need from district level special education administrators	41.5%
The district provides enough training for me to provide the services that my students need.	47.7%
There is a strong collaborative culture with general education teachers in m building.	50.8%
I feel confident that students are identified appropriately for special education services.	43.1%
The special education team meetings that I attend reflect good parent-school relationships.	64.6%
The parents of students with disabilities in my school are satisfied with our home-school communication.	64.6%

General Education Teachers Survey; N=103

1. I understand the different special education programming options for students.	89.2%
2. The special education team meetings that I have participated in reflect good parent-school collaboration.	65.0%
3. The parents of special education students in my classroom/school are satisfied with the school-home communication.	46.6%
4. Paraprofessionals are provided the training they need.	13.6%
5. I understand my role in implementing students' IEPs.	83.5%
6. When I have a question about a student's IEP, I am satisfied with the speed with which I receive a response.	75.7%
7. When I am teaching a general education student who is struggling, I refer her/him/them to the Child Study/Student Support Team in my school.	60.2%
8. I receive enough training to provide all the instructional support my students need.	38.8%

Paraprofessional Survey; N=56

1. I understand my role in implementing students' IEP's	87.5%
2. The special education teams that I work with reflect good parent-school collaboration.	83.9%
3. The parents of special education students in my classroom/school are satisfied.	55.4%
4. I have sufficient time to consult with general education and special education teachers in order to provide effective support in classrooms.	62.5%
5. When I have a question about my role, I know who to ask.	87.5%
6. When I have a question about my role, I am satisfied with the speed with which I receive an answer.	87.5%
7. I receive enough training to provide all the instructional support my students need.	51.7%
8. I receive effective annual feedback and performance evaluation about my role in order to grow and improve.	37.5%

Parent Survey Response; N=229

Multiple Choice Question Responses

Percent Agree or Strongly Agree

1. The special education staff ensures that I understand my rights as the parent/guardian of a special education student.	66.0%
2. I was treated as an equal partner in planning my child's special education program at my most recent team meeting.	74.7%
3. I know who to ask when I have a question regarding my child's special education program.	70.7%
4. The special education staff communicates effectively and frequently enough to keep me informed of my child's progress.	49.0%
5. The special education staff shares information about my child in a positive and engaging way.	71.6%
6. Overall, I am satisfied with the QUALITY of special education services for my child.	58.1%
7. Overall, I am satisfied with the QUANTITY of special education services for my child.	54.6%