



empowerED

EDUCATION CONSULTING

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SPECIAL EDUCATION & INTERVENTION SERVICE DELIVERY REVIEW

Malden Public Schools



ABOUT empowerE D

- Professional development
- Special education and intervention reviews
- Instructional coaching
- Student-specific reports
- Expert work



PURPOSE

- EmpowerED was requested to serve as an outside reviewer to gather data, observe, assess, and provide key findings and recommendations



METHODOLOGY

- Convergent parallel research design
 - Used to gather “different but complementary data on the same topic” (Morse, 1991, p. 122)
 - When the use of a single approach alone would be insufficient in understanding a complex research problem



KEY FINDINGS: STRENGTHS



STRENGTHS

- There is a strong commitment to inclusive special education practices.
- Foundational instructional structures are consistently in place .
- Positive student-staff interactions and a culture of care are evident.
- Strong systems for service delivery and procedural compliance are in place
- There is a strong foundation of collaboration and shared responsibility among staff.
- Staffing data reflects an investment in special education personnel at the school level.

**KEY FINDINGS:
AREAS FOR FURTHER
INVESTIGATION/
IMPROVEMENT**



AREAS OF GROWTH

- Variability in instructional practices may be limiting the academic outcomes typically associated with inclusive placement for students with disabilities.
- Students with more complex needs would benefit from greater access to the general education curriculum.
- There is a need to clearly define the MTSS process and expand targeted interventions prior to placing students in substantially separate environments.
- Instructional practices observed across classrooms are largely consistent in structure but limited in rigor, differentiation, and student engagement.

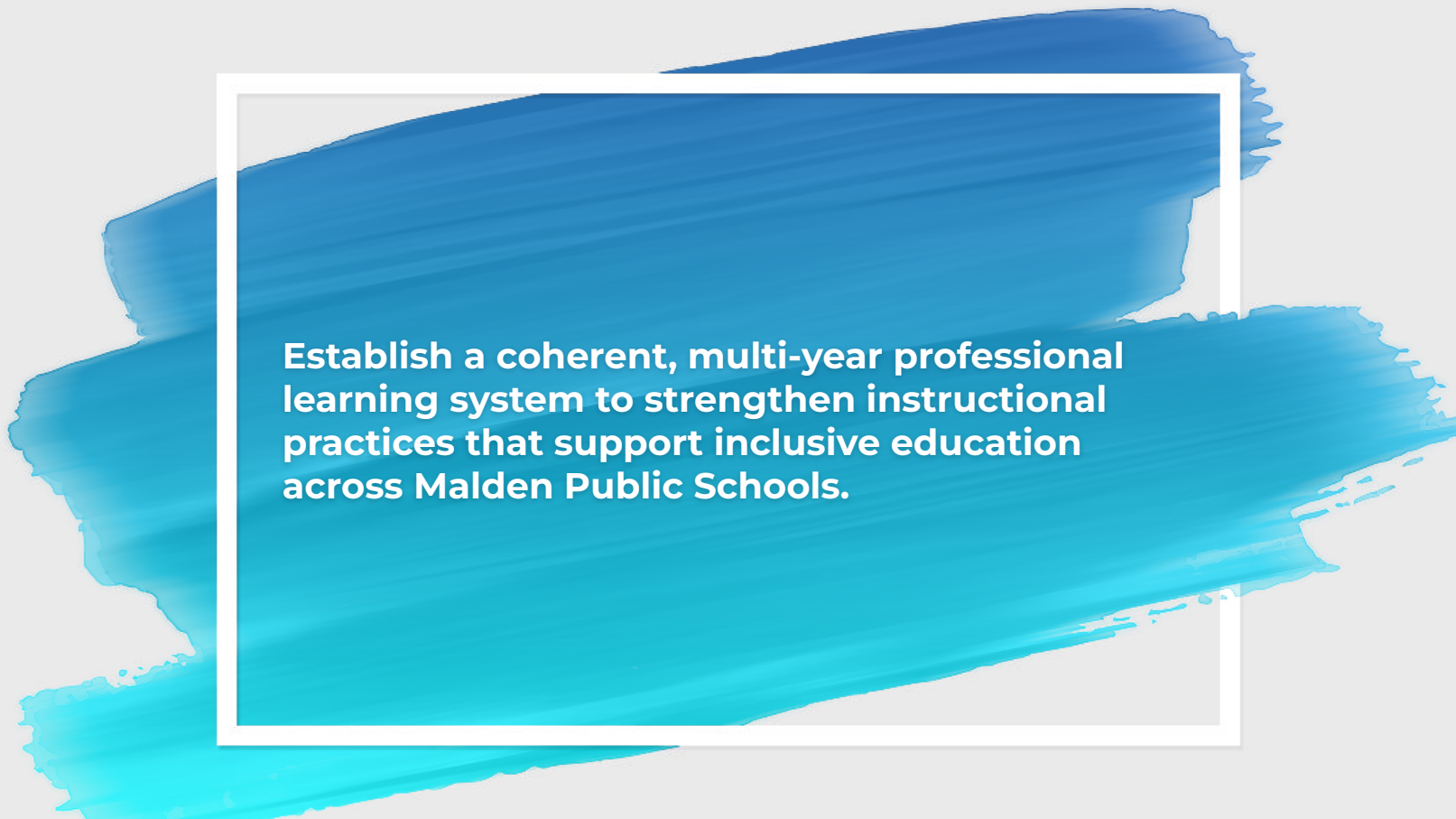


AREAS OF GROWTH

- The presence of additional adults (co-teachers, paraprofessionals) in general education settings does not consistently translate into increased instructional access or differentiation.
- More clearly defined and consistently implemented districtwide practices and programs are needed to strengthen alignment, coherence, and communication across schools and stakeholder groups.
- While special education teacher staffing is commensurate with peer districts, a deeper analysis of how resources are allocated is needed.



RECOMMENDATIONS



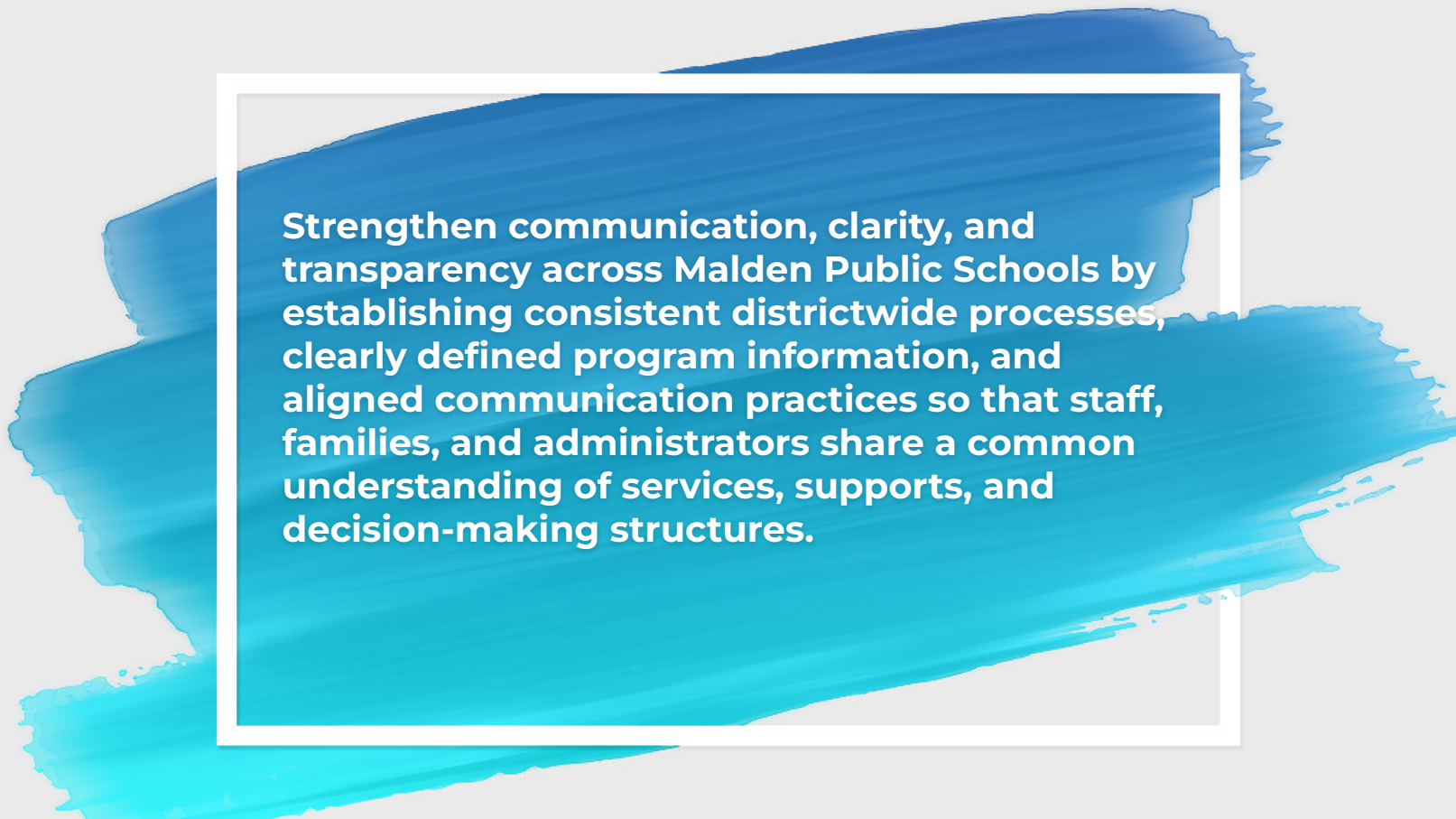
Establish a coherent, multi-year professional learning system to strengthen instructional practices that support inclusive education across Malden Public Schools.



Refine the MTSS process to expand the use of targeted interventions and graduated supports, and to reduce the reliance on substantially separate programs.



Review the placement of students with low-incidence disabilities in more restrictive placements and determine what supports are necessary to provide greater access to general education.



Strengthen communication, clarity, and transparency across Malden Public Schools by establishing consistent districtwide processes, clearly defined program information, and aligned communication practices so that staff, families, and administrators share a common understanding of services, supports, and decision-making structures.



QUESTIONS?