



**State Board of Education Resolution  
On Supporting Students with Disabilities  
SR20-8**

**WHEREAS**, the current COVID-19 pandemic has disrupted learning for the District of Columbia’s roughly 90,000 students;

**WHEREAS**, the Office of the State Superintendent of Education (OSSE) has committed in its 2019–2023 strategic plan to helping accelerate academic outcomes for students with disabilities;

**WHEREAS**, outcomes for students with disabilities lag behind their peers;

**WHEREAS**, only 2 out of every 20 students with disabilities, 1 out of every 20 students with a primary disability or Specific Learning Disability, and 1 out of every 20 students with disabilities who are at-risk are classified as proficient in literacy on the Partnership for Assessment of Readiness for College and Careers (PARCC), the District’s statewide English Language Arts (ELA) assessment;

**WHEREAS**, from 2016 to 2019, the percentage of students without disabilities who performed on grade level increased by 14 percentage points, while students with disabilities increased by only 3 percentage points on the ELA statewide assessment;

**WHEREAS**, poverty and race are linked to the identification and exit of students with disabilities, and 1 out of 4 Black males and 1 out of 8 Black females are identified as students with disabilities—twice the rate of their white peers; and Black students are less likely to exit special education services once identified, even after controlling for other demographic factors;

**WHEREAS**, other urban districts, including Miami-Dade, Boston, New York City, and San Diego, demonstrate that better outcomes for students with disabilities are possible;

**WHEREAS**, research indicates that nearly all students with disabilities can perform on grade level<sup>1</sup>(85 to 90 percent of students with disabilities can perform at grade level when provided with appropriate services and supports);

**WHEREAS**, OSSE has committed to improving outcomes for students with disabilities by “building ecosystem capacity,” which among other things, includes exploring a technical assistance center to share resources<sup>2</sup>;

<sup>1</sup> [Students with Disabilities in Educational Policy, Practice, and Professional Judgment: What Should We Expect?](#) (NCEO Report #413)

<sup>2</sup> [Students with Disabilities in the District of Columbia Landscape Analysis](#) (2019)



