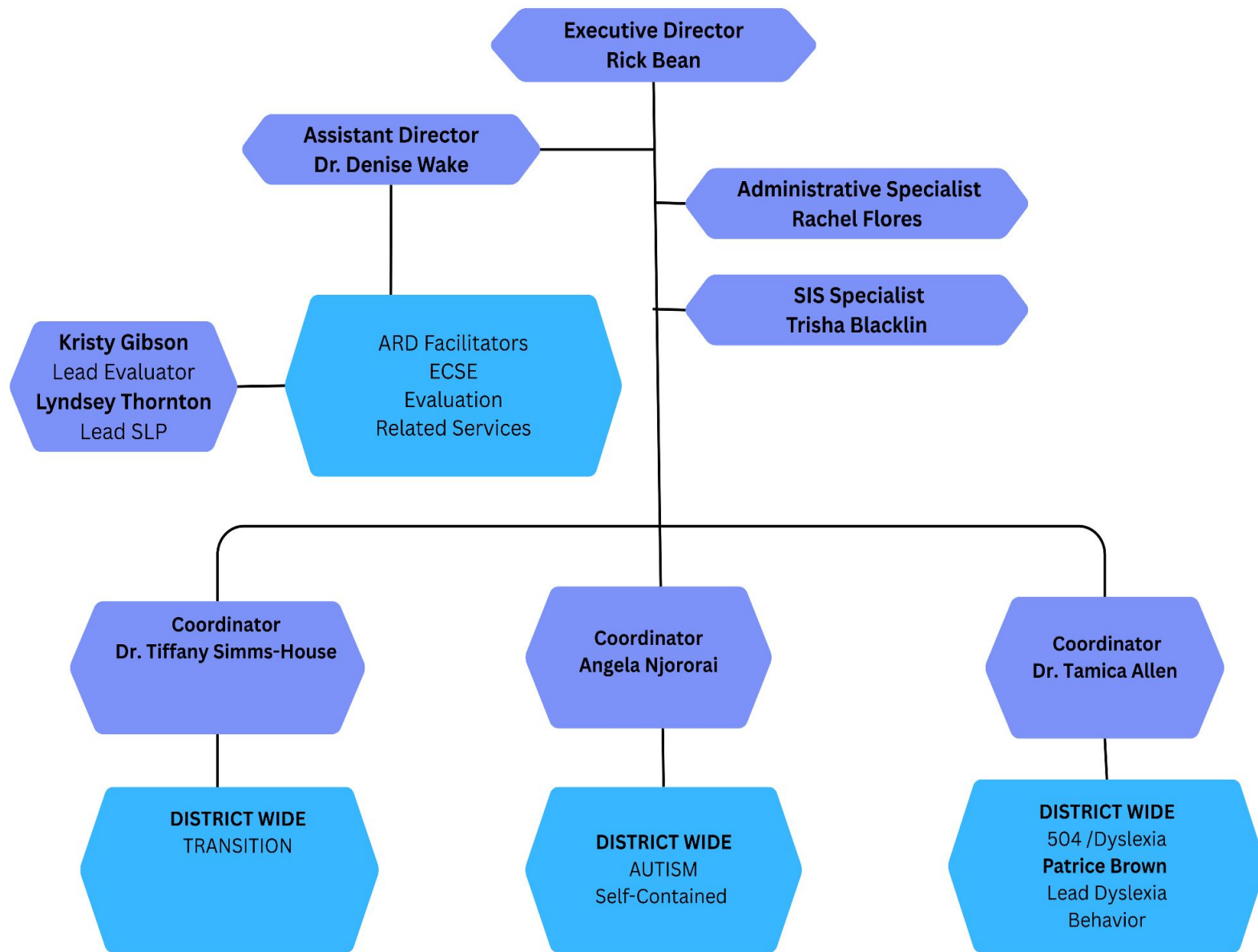




Special Education Presentation



Special Programs Staff Updates





Special Education Staff

- 1 Executive Director
- 1 Assist. Director
- 3 Coordinators
- 52 Paraprofessionals
- 69 Teachers
- 3 School Psychologists
- 5 Diagnosticians
- 7 ARD Facilitators
- 4 Speech Language Pathologists
- 1 Speech Language Pathology Assistants
- 1 Physical Therapist
- 1 Homebound Special Education Teacher
- 1 Visual Impairment Orientation & Mobility
- 1 Adapted PE Teacher/Special Olympics

Contracted Services

List services such as:

- 1 Bilingual School Psychologist
- 1 Monolingual School Psychologist
- 1 Board Certified Behavior Analyst
- 4 Speech Therapy Assistant
- 3 Speech Language Pathologist
- 2 Occupational Therapist
- 1 Certified Occupational Therapy Assistant

- Proportionate Share Services
- Independent Educational Evaluations



Finance

**Total Special Education
Funding: \$ 3,512,631**

Local Funds (199)	\$ 1,932,012
6100 Salaries	\$ 1,280,927
6200 Contracted Services	\$ 1,008,992
6300 Supplies	\$ 10,000
6400 Travel/Misc. Expenses	\$ 15,300

IDEA-B Formula Funds (224)	\$ 1,565,251
6100 Salaries	\$ 740,000
6200 Contracted Services	\$825,251
6300 Supplies	\$ 0
6400 Travel/Misc. Expenses	\$ 0

IDEA-B Preschool Funds (225)	\$15,368
6400 Travel/Misc. Expenses	\$0

Note:

Local Funds (199) - Local Budget

IDEA-B - Federal Funds through TEA



MISD Special Education Program Sites

Campus	Inclusion	Resource	Functional Academics	Life Skills	Early Childhood Special Education (ECSE)	Structured Learning Environment	Positive Behavior Support	SOAR (Structured Opportunities for Autism Readiness)	18+ Transition	Total Programs
Blake Manor Elementary	X	X			X					3
Bluebonnet Trail Elementary	X	X	X							3
Decker Elementary	X	X			X					3
Lagos Elementary	X	X	X			X				4
Oak Meadows Elementary	X	X	X							3
Pioneer Crossing Elementary	X	X		X	X					4
Presidential Meadows	X	X	X	2X	2X					3
Shadowglen Elementary	X	X	X							3
Manor Rise Academy (K-8)	X	X						X		3
Decker Middle School	X	X	X			X				4
Manor New Tech Middle School	X	X	X							3
Manor High School 9	X	X	X	X		X				5
Manor Senior High School 10-12	X	X	X	X		X			X	6
Manor New Technology High School	X	X								2
Manor Excel Academy	X	X								2
DAEP	X	X								2



Special Education Primary Eligibility - 2024/2025

Manor ISD serves about 1,095 students with disabilities, or about 11% of the entire student population. Below are the rates of eligibility:

45.1%	Specific Learning Disability	0.8%	Auditory Impairment
14.7%	Autism	0.5%	Orthopedic Impairment
14.1%	Intellectual Disability	0.3%	Visual Impairment
12.8%	Speech or Language Impairment	0.2%	Traumatic Brain Injury
6.8%	Other Health Impairment	0.1%	Deaf - Blind
3.4%	Emotional Disability	0.0%	Developmental Delay
1.4%	Non Categorical Early Childhood		



Child Find - July 1, 2024 - June 30, 2025

Early Childhood Intervention

- 44 - Referrals
- 36 - Evaluations
- 92% - Qualified
- 3 - DNQ



Child Find

- 193 - Referrals
- 189 - Evaluations
- 90% - Qualified
- 18 - DNQ

- **Child Find**: A federal requirement under the Individuals with Disabilities Education Act (IDEA) that requires states and school districts to identify, locate, and evaluate children from birth to 21 who may have disabilities and need special education.
- **ECI (Early Childhood Intervention)**: A Texas program for families with children from birth to 36 months who have developmental delays, disabilities, or certain medical diagnoses. ECI provides evaluations and services.
- **DNQ (Did Not Qualify)**: Means a child was not found to have a qualifying disability or developmental delay after evaluation.



SPECIAL EDUCATION HIGHLIGHTS

Positive Updates from Special Programs



- **Referral Review Committee**
 - Established a standing committee (school psychologist, SLP, educational diagnostician, administrator) to review and process all referrals weekly.
- **Child Find Evaluations**
 - 237 initial referrals received; 225 evaluations and ARDs completed within timeline.
- **Professional Development** - Delivered timely and relevant PD on:
 - Special Education Best Practices for Classrooms (Inclusion, Dyslexia)
 - District processes, procedures, and compliance expectations; targeted training on behavior intervention, IEP implementation among others.
- **Folder Reviews**
 - Weekly folder reviews allow for increase in PLAAFP compliance by **TEA standards**.

Positive Updates from Special Programs



- **Family Engagement**
 - Family Engagement Meetings bi-monthly sessions to educate parents on disabilities, resources, and district/community supports.
 - Education & Awareness Meetings/Communication of Manor ISD Special Education Continuum of Services.
 - Regularly scheduled Special Education Parent Advisory Council (SEPAC) meetings
- **Campus Highlight: Inclusion Events**
 - Presidential Meadows Elementary Special Education Team hosted its **Annual Autism Color Run**, engaging all students and their families in inclusive physical education activities (run, jog, walk) to promote Autism awareness and acceptance.
- **Dyslexia Services (HB 3928)**
 - Compliance for Section 504 students moving to students with an IEP receiving dyslexia services went from 23/24 SY **54%** to 25/26 SY **99.97%**. This outstanding level of adherence underscores our dedication to delivering high-quality, research-based interventions and ensuring that all students receive the support necessary to succeed.
- **Corrective Action Plan Completions -**
 - Manor ISD has successfully submitted all 2021-2024 TEA Corrective Actions Plans.
 - All have been removed with only one pending for 2024-2025 school year.



Results Driven Accountability (RDA) - Gains

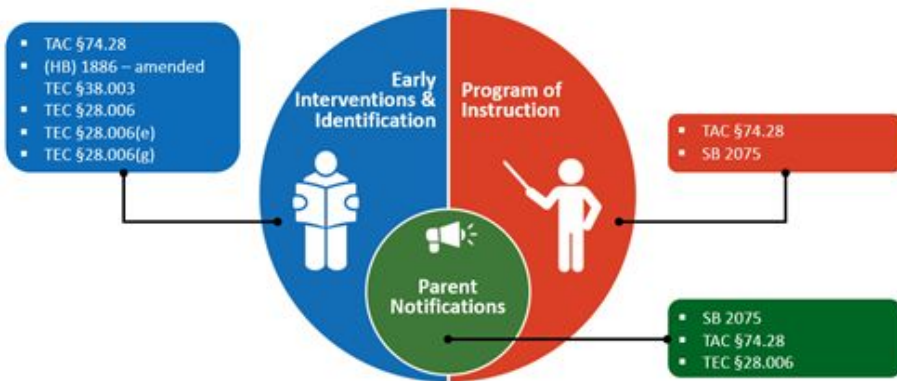
	2021-2022	2022-2023	2023-2024	Change
STAAR 3-8 Social Studies	24%	17.4%	19.7%	+2.3%
Algebra I	17.3%	30.5%	41.9%	+11.4%
Biology	36.1%	52%	59.8%	+7.8%
US History	53.2%	68.1%	68.5%	+0.4%
Dropout Rate	3.7%	5.5%	4.2%	-1.3%

SPECIAL EDUCATION Program Review





TEA Cyclical Visit



Dyslexia Monitoring

- Every 6-years
- Reviews Special Education Programs and Dyslexia Programs
- Findings - Strengths & Areas for Grow
- Provides Recommendations - Staff, Budget, Strategies, and Professional Development

Special Education



- Strengths
 - Continuum of Services
 - SEPAC Special Education Parent Advisory Council
 - Process to ensure students are getting appropriate services and in the appropriate placements
 - Process to share IEP
 - Needs a districtwide system
 - System is done differently at each campus
- Areas to Improve
 - Standardize system for IEP implementation and distribution
 - Campus administrators role clarity
 - Disconnect between admin and Gen Ed regarding role special education students
 - Special Education Operating Procedures
 - Principal handbook
 - Review MTSS process and provide clarity regarding its; especially for Special Education
 - General Education Teachers - Accountable for all students

Dyslexia



- Strengths
 - General Education Teacher Training & Curriculum
 - Parents are pleased with the progress
 - Teachers are great
- Areas to Improve
 - Move Dyslexia into SPED
 - Get Teachers access to District Programs
 - Skyward, eSped, Eduphoria, Student Data Platforms
 - More collaborative work with gen Ed teachers
 - Train Dyslexia teachers on developing PLAAFPs
 - Reading by Design implementation w/recommendations



Specialized Solutions for
Special Populations Programs

TASB Student Solutions

SPECIAL EDUCATION PROGRAM REVIEW



P.O. Box 400 • Austin, Texas 78767-0400
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studentsolutions@tasb.org

MISD Program Strengths

- Manor ISD Identification rates are lower than the State
- Manor ISD serves about 30% of students in the inclusion instructional arrangement
- Manor ISD serves less than 21% of students in Resource room
- Manor ISD has willingness and commitment to providing relevant and appropriate services to students with disabilities and the staff who serve them.
- All Manor ISD staff demonstrated responsiveness and transparency throughout each phase of the program review process as well as an openness to suggestions on ways to improve.
- Classroom observations indicated overall positive interactions among staff and with students throughout the district.

2024 - 2025

Specialized Solutions for
Special Populations Programs

TASB Student Solutions

**SPECIAL EDUCATION
PROGRAM REVIEW**



TASB Encourages:

- **Reinforce commitment** to quality services, continuous progress, and shared responsibility for students with disabilities.
- **Highlight positive practices** identified in the review to build on existing strengths.
- **Use this report as part of compliance review**, connecting findings with:
State Performance Plan (SPP) indicators
 - Results Driven Accountability (RDA)
 - Significant Disproportionality
 - Other relevant monitoring areas
- **Demonstrate district commitment to alignment and continuous improvement by:**
 - Providing strong support, quality training, and technical assistance to general and special education staff.
 - Setting expectations for collaboration on lesson planning, progress reporting, accommodations



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Specialized Solutions for
Special Populations Programs

TASB Student Solutions

**SPECIAL EDUCATION
PROGRAM REVIEW**



Focus Areas

- Additional training and processes in use of best practices and consistency in documentation, increasing the chances of appropriate provision of services.
- Staffing analysis identified staffing recommendations based on current student IEP minutes and supports.
- Major themes identified throughout all phases of the review:
 - Close Communication Gaps
 - Written processes - Awareness and Access
 - Training at all levels of staff



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Progress on TEA/TASB Recommendations

TASK	STATUS
Move Dyslexia into SPED	Complete
Reading by Design implementation w/recommendations	Complete
Train Dyslexia teachers on developing PLAAFPs	Complete
More collaborative support for General Education Teachers	In Progress
Get Dyslexia Teachers access to District Programs - Skyward, eSped, Eduphoria, Student Data Platforms	Complete
Standardize System for IEP Implementation and Distribution	In Progress
Use District Systems of Communication to communicate processes and training opportunities	Complete
Regular Folder Reviews	Ongoing

Progress on TEA/TASB Recommendations

TASK	STATUS
Establish a Regular Scheduled Communication to All Staff	In Progress
Targeted Professional Development - Practices and Processes	Complete
Campus Administrators - Special Programs Training, Observation, & Feedback Rubric	In Progress
Standardize the MTSS Process and provide clarity regarding its	In Progress
Special Education Operating Procedures - Principal handbook	Complete
Completion of Strategic Support Plan (SSP)	Complete
Completion of Corrective Action Plan (CAP): 23-24 SY	Complete
Submission of Corrective Action Plan (CAP): 24-25 SY	Complete



Special Education By the Numbers





Evaluation Data

	Parent Requests	MISD Requests	Total	Students Qualified	Did Not Qualify (DNQ)	Parent Refused
2022-2023	151	85	236	141	27	68
2023-2024	91	91	182	138	18	26
2024-2025	90	100	190	171	18	1



STAAR Performance Special Education 2023-24 TX Academic Performance Report (TAPR)

	District (Approaches +) 2023-2024	Special Education (Approaches +) <u>2023-2024</u>	Special Education (Approaches +) 2022-2023
All Subjects	57%	26%	36%
ELA/Reading	59%	25%	34%
Math	50%	22%	37%
Science	56%	32%	41%
Social Studies	70%	44%	43%

- **Determination Status:** The district received a rating of “Needs Substantial Intervention” for Special Education in 2024.



2024 RDA RESULTS

Results Driven Accountability (RDA)

The RDA system is a data-driven framework developed and implemented annually for local educational agencies (LEAs) by the Division of Review and Support in coordination with other departments within the Texas Education Agency (TEA).

- Determination Level (DL)
- Significant Disproportionality (SD)

Performance Level Summary by Each Program Area

2024 Performance Level Counts									
	0, 0 SA, ORI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP
BE/ESL/EB	8	1	5	5		7	1	3	
OSP									
SPED	6	3	5	3	3	2		10	1

Federally Required Elements

For information about the four indicators below, visit [LEA Determinations](#) or contact the Office of Special Populations and Monitoring (OSPM) at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your [regional education service center special education contact](#).

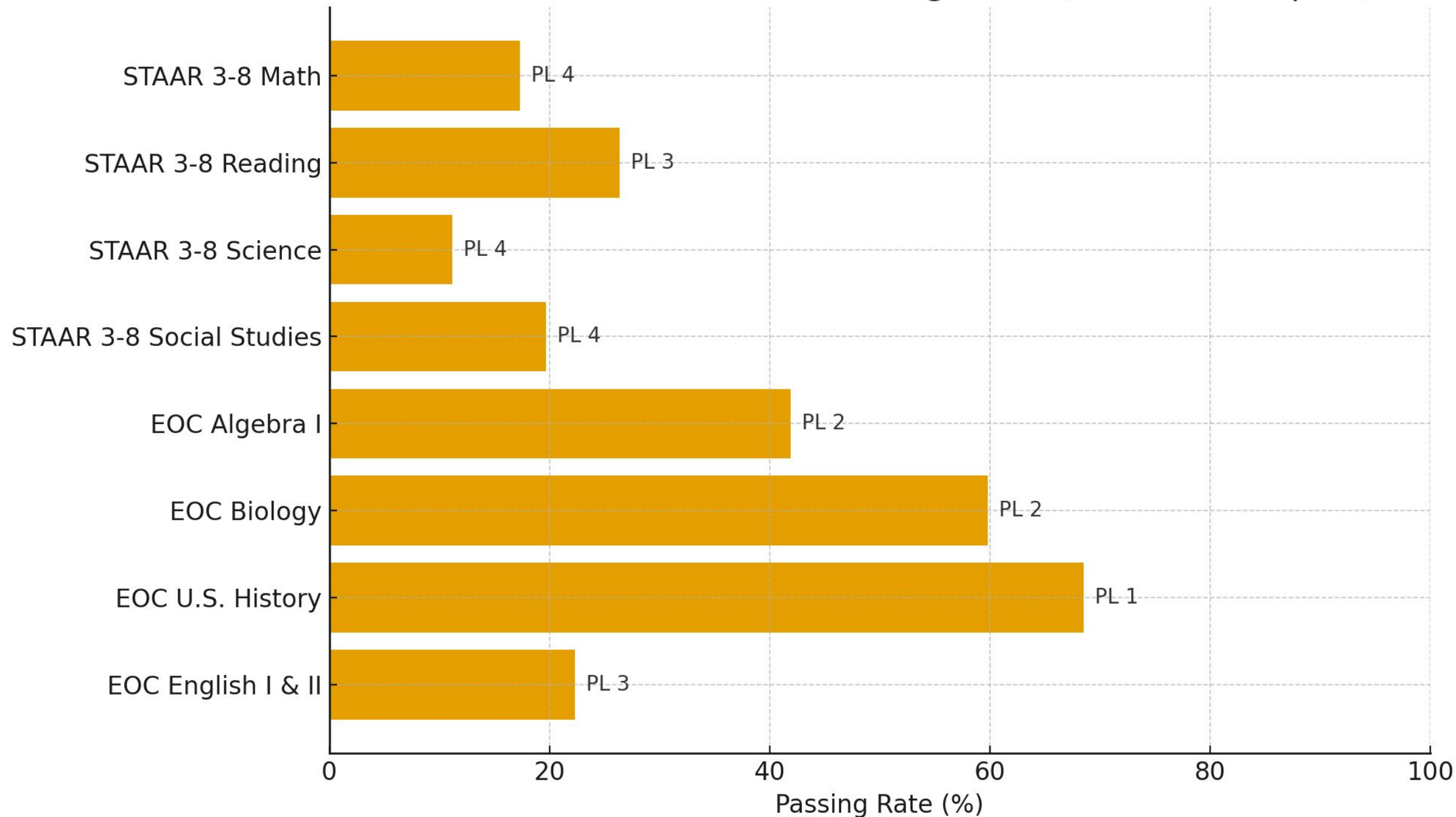
Performance Level	
State Performance Plan (SPP) Compliance Indicators	3
Valid, Reliable, and Timely Data	0
Status of Uncorrected Noncompliance	0
Financial Audits	0

Determination Levels

For information about LEA Determinations visit [Local Education Agency Public Reporting: Reports and Determinations](#) or contact the Office of Special Populations and Monitoring (OSPM) at (512)463-9414.

Determination Level	
BE/ESL/EB	Needs Intervention (DL 3)
OSP	Needs Intervention (DL 3)
SPED	Needs Substantial Intervention (DL 4)

SPED STAAR 3-8 and EOC Passing Rates (2024 RDA Report)



Primary Areas of Focus

- STAAR 3-8: Math & Reading
 - Tier I Instruction & Rtl Support
- Discipline
 - Use Multi-Tiered Support Systems to decrease Removal Rates & Overrepresentation - (CHAMPS)

THE KEY TO **SUCCESS**





2025-2026 Strategies for Success

- Instructional Council & Leaders of Learning
- E3 Alliance Cohort - Improve CCMR for students in Special Education
- Professional Development
 - Instructional Strategies for General & Special Education Teachers
 - Improve District Framework of Campus Support
 - Increase Positive Outcomes for all students
 - Increase CCMR participation
 - Overview and support for Campus Principals and Assistant Principals

Focus on Academic Improvement

- Collaborative on data analysis and planning with Academic Office
- Collect walkthrough data related to practices that improve academic performance for students with disabilities.
- Data-driven, targeted support and intervention - (students/staff)
- Provide “practical clinic” opportunities for teachers needing to reinforce or refine skills related to the data collected

Focus on Academic Improvement

- Targeted instructional support should focus on improving foundational literacy and numeracy skills; Including high school Algebra and English courses
- Strengthening Inclusion Practices in Mainstream classrooms,
- Intentional progress monitoring of IEP implementation and progress towards IEP goals attainment
- Continued professional development for general education teachers in effective special education strategies; Support for campus leaders



Manor Independent School District