

January 22, 2019 Q&A

Questions from Connie Prado

Ms. Sendejo, I am submitting the following questions to the January 22, 200 agenda items: (I realize some of the questions can only be answered by the Auditors, however, many of the questions can be answered by district staff).

PRESENTATIONS/REPORTS

Item #4-(TAPR)

The current TAPR indicates a multitude of data on STAAR results; including STAAR EOC results. I anticipate that staff will provide highlights of these results. What would make these STAAR EOC results more meaningful would be the inclusion of the latest STAAR EOC results, that is, the results of the test administration of the STAAR EOC in December 2019. The TEA testing calendar indicates that these results are due to the school districts on January 17, 2020. Are these results in receipt? When can the Board expect to receive these results?

A couple of years ago, the TEA came under scrutiny for the alleged benchmark they established for Special Education students. The supposed benchmark was set at 8.5%. Since then, the TEA has responded to the United States Department of Education and correspondingly school districts have also reviewed their identification and diagnostic procedures of potential students in need of Special Education services. The current TAPR indicates that our school district has 10.4% of our students receiving Special Education services (state avg. is 9.6%). The 2017-18 TAPR indicates we were servicing 9.2%. The 2016-17 TAPR indicates we were servicing 8.1%. This data would suggest that our staff is doing a better job at screening students requiring Special Education services. However, neighboring school districts, in the current TAPR, report the following results in Special Education; Southwest ISD-12.4%, Southside ISD-10.8%,

San Antonio ISD-11.0%, Harlandale ISD-9.8%, Edgewood ISD-10.2% and Lackland ISD-12.6%. Do we have sufficient Special Education Diagnosticians to test students who have been referred? Other than teachers being able to refer students do we consider parent requests/referrals? Today, how many students are awaiting Special Education testing?

Important to note, the two IDEA campuses in our school district have the following TAPR data on Special Education:

IDEA Ewing Halsell Academy (vicinity Hutchins Elem). 526 students SPED-2.7%

IDEA Ewing Halsell College Prep (vic. Hutchins Elem). 253 students SPED-7.1%

IDEA Brackenridge Academy (vic. Shepard MS). 548 students SPED-2.9%
IDEA Brackenridge College Prep (vic. Shepard MS). 250 students SPED-8.0%

Previously, IDEA requested and received student data from the South San ISD. Can we legally request student data from these two IDEA campuses?

The current TAPR indicates that we are servicing 16.7% of our students in Bilingual/ESL (state avg. is 19.7%). What are the existing procedures for assessing whether our students are in need of Bilingual/ESL services?

The current TAPR indicates that we are servicing 6.6% of our students in the Gifted and Talented program (state avg. is 8.1%). What are the existing procedures for assessing whether our students are capable of receiving GT classes?

Item #4 (TAPR)

We do have a shortage of diagnosticians to identify students which is being experienced statewide. There are two types of diagnosticians--Licensed Specialist in School Psychology (LSSP) and Speech Language Pathologist

(SLP). We currently have an opening for an LSSP--this position has been vacant since May 2019.

We do consider parent referrals in addition to school referrals.

The number of students whom we have received parental consent to begin initial testing is 71. LSSPs and SLPs also conduct all re-evaluations for all Special Education students, this is normally done every three years.

The District follows Chapter 89: Adaptations for Special Populations from the Texas Administrative Code when dealing with the identification of special student populations:

- Subchapter A--Gifted/Talented Education
- Subchapter D/AA--Special Education
- Subchapter BB--English Language Learners (Bilingual Education/ESL)

In addition to the State's Administrative and Education Codes, the District's Board Policy Manual addresses identification for special programs:

- EHBB--Gifted & Talented
- EHBAA--Special Education Identification, Evaluation, and Eligibility
- EHBE--Bilingual Education/ESL

Fall 2019 STAAR EOC Results

Algebra I - Fall 2019 STAAR EOC		
Approaches	Meets	Masters
43%	1%	0%
Biology - Fall 2019 STAAR EOC		
Approaches	Meets	Masters
42%	8%	0%
English I - Fall 2019 STAAR EOC		
Approaches	Meets	Masters
26%	6%	0%

English II - Fall 2019 STAAR EOC		
Approaches	Meets	Masters
28%	10%	0%
U.S. History - Fall 2019 STAAR EOC		
Approaches	Meets	Masters
37%	6%	0%