Key Points

1. Results Driven Accountability Overview
2. Results by Student Group
3. Special Education Action Plan
4. Next Steps

Results Driven Accountability

A system used by TEA to evaluate school district performance and program effectiveness

in selected program areas.

TEA
Texas Education Agency

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Monitored Programs

1. Bilingual / ESL
2. Other Special Populations
3. Special Education

Determination Levels

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

Bilingual / ESL
Areas of Strength

Assessment	Determination Level
BE STAAR 3-8 Math	1
ESL STAAR 3-8 RLA	1
EB Algebra 1	1

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Bilingual / ESL
Areas of Strength

Assessment	Determination Level
EB US History EOC	0
EB Graduation Rate	0
EB Annual Dropout Rate	0

Bilingual / ESL
Opportunities for Improvement

Assessment	Determination Level
ESL STAAR 3-8 Math	3
ESL STAAR 3-8 Social Studies	3
ALP STAAR 3-8 Social Studies	3

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Other Special Populations

Areas of Strength

Assessment	Determination Level
STAAR 3-8 Math	0
STAAR 3-8 Reading	0
STAAR 3-8 Science	1

Other Special Populations

Areas of Strength

Assessment	Determination Level
Algebra 1 EOC	0
Biology EOC	0
US History EOC	0
English 1 & 2 EOC	0
Graduation & Dropout Rates	0

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Determination Levels

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

2025 Determination Levels

Bilingual / ESL / EB	2
Other Special Populations	2

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Special Education

Historical Performance

- 2022 - Determination Level 2
- 2023 - Determination Level 2
- 2024 - Determination Level 3

  Strategic Support Plan & Desk Audit

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Special Education

Priority Area 1

STAAR EOC Passing Rates English I & II

Annual Goal:

The passing percentage of students with disabilities on the English I and II EOC STAAR assessments will increase by 5% by 2024-2025.

Implementation Activity 1	Implementation Activity 2
Professional Development & Training • Co-Teach Training • Fidelity checks • Ongoing feedback • Follow up with individual teachers	**Policies, Procedures, and Practices** • Develop Look fors for walk throughs • Framework developed for resource • Review efficient use of personnel • Feedback loop after walk throughs • Targeted meetings with teachers to support student growth

Special Education

Priority Area 2
Total Disciplinary Removal Data

Annual Goal:
For the 2024-2025 school year, Temple ISD will reduce the total special education disciplinary removal rate by 10%.

Implementation Activity 1	Implementation Activity 2
Professional Development & Training • Train on De-escalation strategies • Monitor implementation of strategies • Provide support to new PASS teachers • Targeted training for transportation • Review discipline with administrators • Participate in Virtual Region 20 PD	**Policies, Procedures, and Practices** • Targeted support for Secondary • Align behavior specialist support • Intervene directly with students and teachers for support. • Use Behavior Huddle to discuss and review student data- Coordinator, AP, and Behavior Specialists

TEMPLE ISD ACADEMICS

Special Education
Areas of Strength

Assessment	Determination Level
Year After Exit 3-8 Math	0
Year After Exit 3-8 Reading	0
Year After Exit 3-8 Science	0
STAAR EOC US History	0
STAAR EOC Biology	1

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Special Education
Opportunities for Improvement

Assessment	Determination Level
STAAR 3-8 Social Studies	3
STAAR English 1 & 2	3
Regular Early Childhood Program	3

Special Education

Historical Performance

- 2022 - Determination Level 2
- 2023 - Determination Level 2
- 2024 - Determination Level 3
- 2025 - Determination Level 2

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2025 Determination Levels

Bilingual / ESL / EB	2
Other Special Populations	2
Special Education	2

Local Level Self-Assessment and Plan

Next Steps

Ongoing Strategic Planning

- Special Education
    - Targeted Walkthroughs and Feedback
    - New Teacher Targeted Support

Next Steps

Ongoing Strategic Planning

- Bilingual / ESL / EB
  - Implementation of EB Instructional Strategies
  - Utilization of digital platforms to support EB Instruction
    - Summit K12
    - ELLevation

- Other Special Populations
  - Continue to support students at their point of need

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Questions?