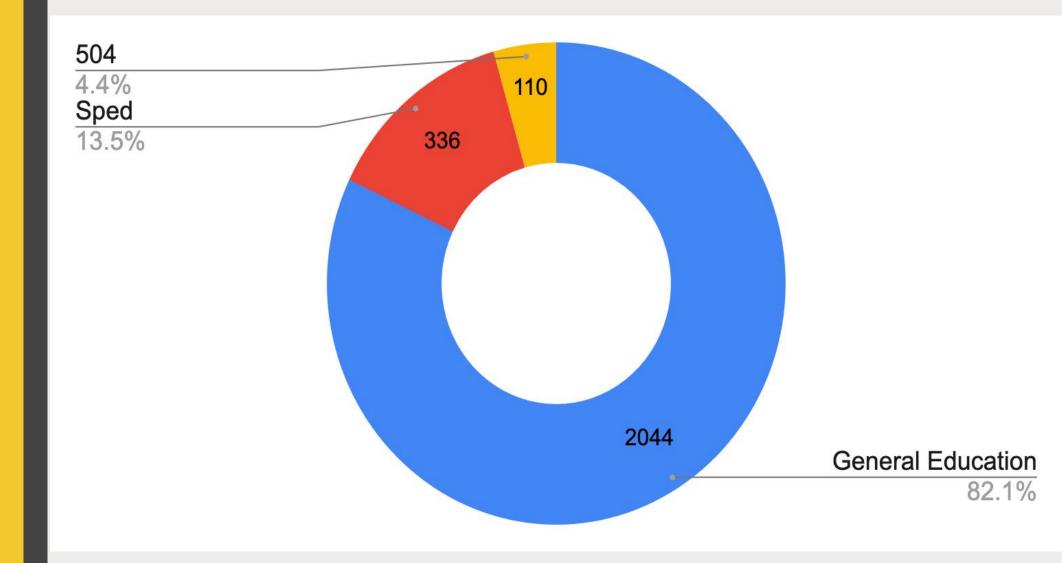
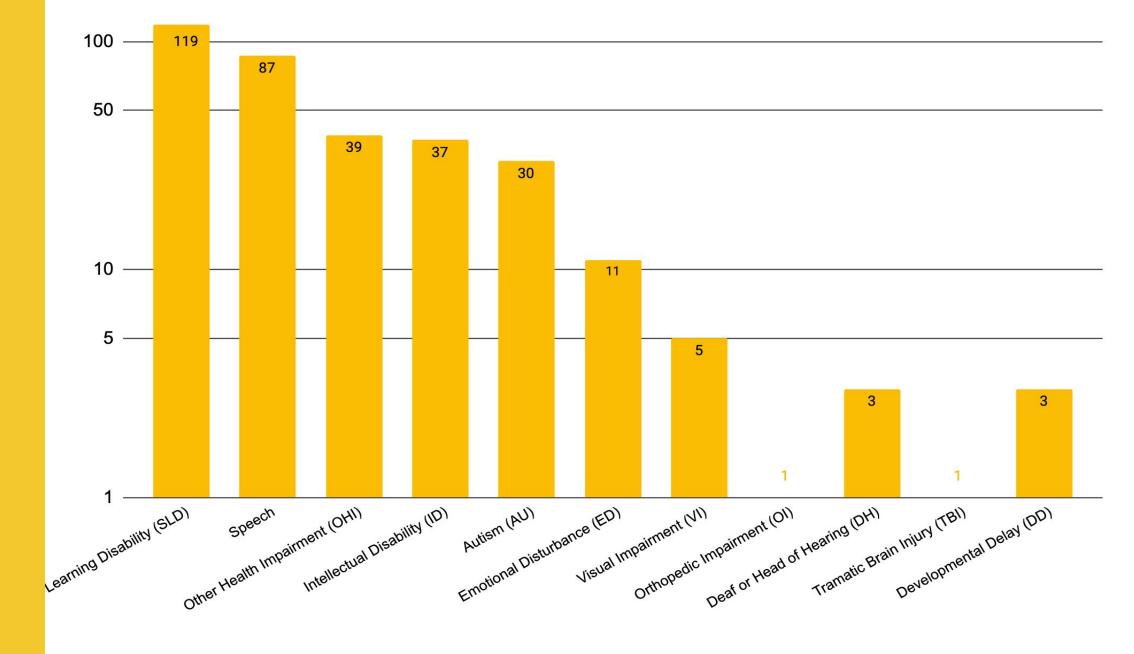
Special Education/504 Program Review

- > SPED Numbers by Disability
- >SPED Numbers by Instructional Setting
- > Special Education Staff
- **>2024-25 Trainings**
- > TEA Results Driven Accountability (RDA) Update

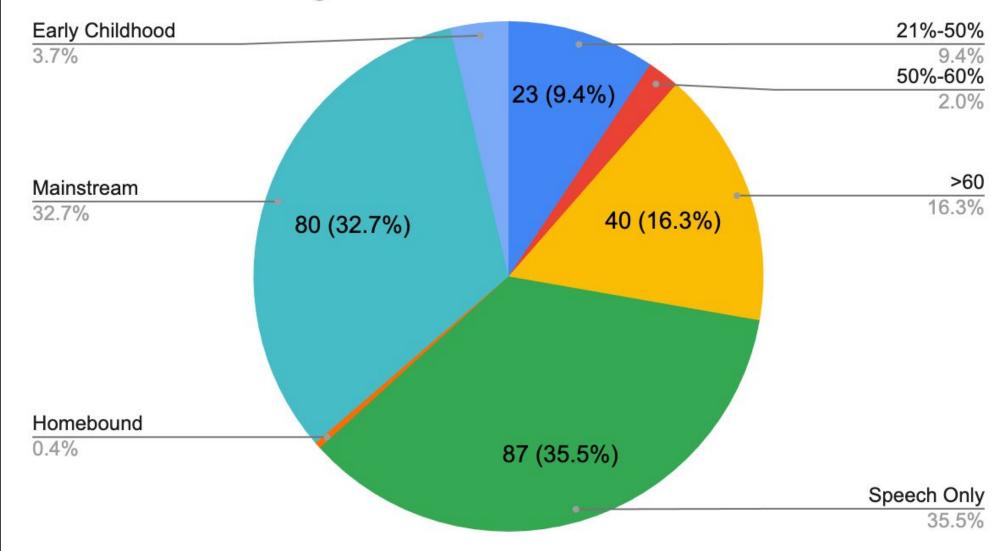
Program Numbers



Eligibility Numbers



Instructional Setting



SPED Staff Numbers

4 Lifeskills Teachers

12 Lifeskills Aids

11 SPED Teachers

11 Inclusion Aids

2 ECSE Teachers

4 ECSE Aids

5 Behavior Teachers

6 Behavior Aids

1 CALT (Certified Academic Language Therapist) Dyslexia

1 AI-VI

10&M

1 Speech Pathologist

1 Speech Therapist

1 Speech Therapy Assistant

1 Speech Clerk

1 Licensed Professional Counselor (LPC) Virtual Contracted

1 Physical Therapist-Contracted

1 Occupational Therapist-Contracted

1 Diagnostician

1 Diagnostician-Contracted Virtual

1 Licensed Specialist in School Psychology (LSSP)

2 ARD Facilitators

1 PT Transition Coordinator

1 Special Services Secretary

1 Director

*Bolded indicates Professional Staff

Texas Education Agency Results Driven Accountability (RDA) Update

What is RDA in Texas?

- RDA is the Texas Education Agency's accountability system focused on improving outcomes for students in special populations.
- Program areas:
 - Special Education (SPED)
 - Bilingual/ESL (BESL)
 - OSP -Other Special Populations-foster, homeless, military
- Moves beyond compliance focuses on results and continuous improvement.

Three Measured Domains

• Academic Achievement

3-8 Reading

Math

Science

Social Studies

EOC English 1

English II Algebra I Biology

US History

Post-Secondary Readiness

Graduation Rate

Drop out Rate

Disproportionate Analysis

Sped Representation

Total Disciplinary Removals

Performance Levels per Indicator

- Performance levels range from 0-4
- Level is based on district rate in relation to what the state determined cut rate should be

Determination Levels

TEA assigns an annual Determination Level for each district's Special Education program based on multiple data sources including:

- RDA performance
- Disproportionality findings
- Federally Required Elements
 - a. State Performance Plan Compliance Indicators
 - b. Valid, Reliable, and Timely Data
 - c. Status of Uncorrected Noncompliance
 - d. Financial Audits

DL 1- Meets Requirements

- Fully Compliant
- No additional action required

DL 2-Needs Assistance

- Moderate Concerns
- Participate in Technical assistance and begin Strategic Support Plan

DL 3-Needs Intervention

- Ongoing performance concerns
- Engage in state directed improvement planning
- Participates in follow up from TEA and ESC
- Targeted Corrective Action Plan
- Formal Monitoring
- Possible on-site TEA intervention

DL 4-Needs substantial intervention

Strengths

3-8 Reading Passing Rate-Dyslexia
SPED Year-After-Exit (YAE) 3-8 Passing Rate in all Areas
Biology EOC
US History EOC
Sped Graduation Rate
SPED Drop-Out Rate
Significant Disproportionality /Based on Ethnicity and Race
Federally Required Elements

Areas of Improvement

3-8 Sped Passing Rate English I and II Algebra I Discipline Removals

How We're Responding

- Using RDA data to guide instructional practices and program improvement
- Providing professional development on:
 - Inclusive practices
 - Differentiated instruction
 - Campus Administrator support
- Enhancing data tracking and student support systems
- Participating in Continuous Improvement planning

2024-25 Trainings and Implementations

- Basic SpEd training for all staff
- CPI (Crisis Prevention Institute) trained employees = 30
- Increased behavior support
- Administrator training
- All professional SpEd staff trained on SB IEP
- Professional staff trained in Reading By Design
- Moving towards a state compliant model of dually certified instruction staff in content areas and special education for resource courses 6-12.
- SISD Special Services Google Site