

Special Services Department

Presented by:

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&

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AGENDA

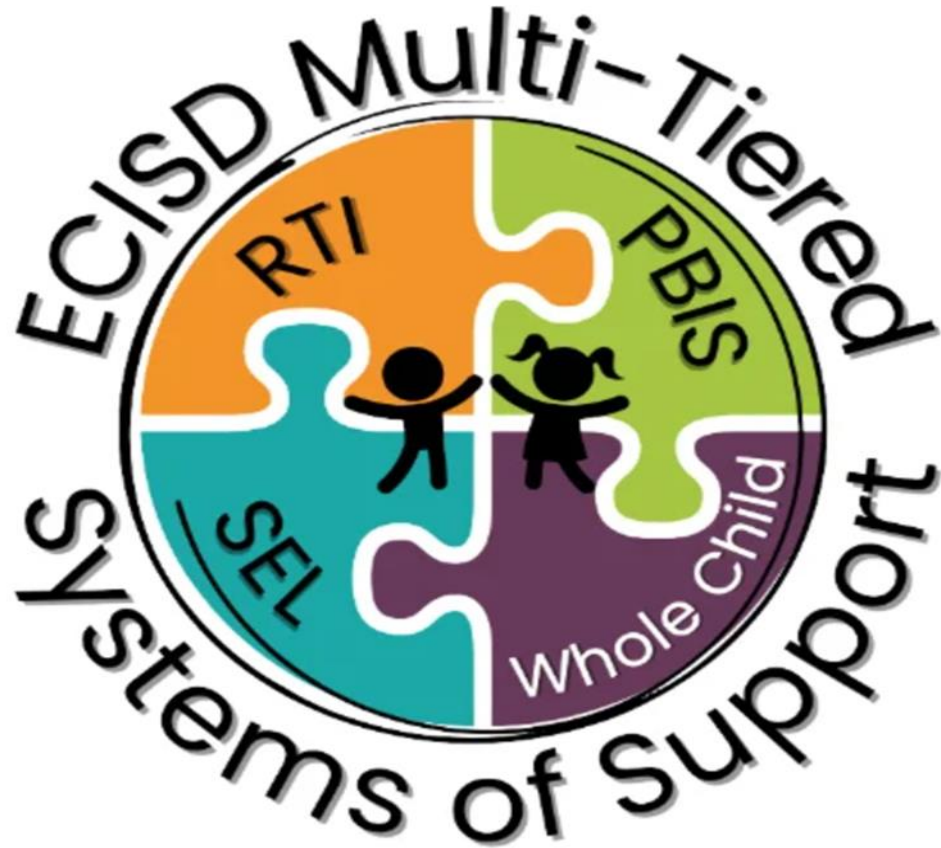
- Special Service Department
- MTSS/Evaluation/Eligibility
- Significant Disproportionality
- Dyslexia
- Area of Focus

Special Education Staff

Special Education Staff 23-24: **139**

Special Education Staff 24-25: **189**

Multi Tiered Systems of Support



- MTSS data that's used to improve the effectiveness of a student's instruction may also be used as part of the Special Education evaluation process for a special education referral and IEP development. Currently **2600** students receiving MTSS Intervention

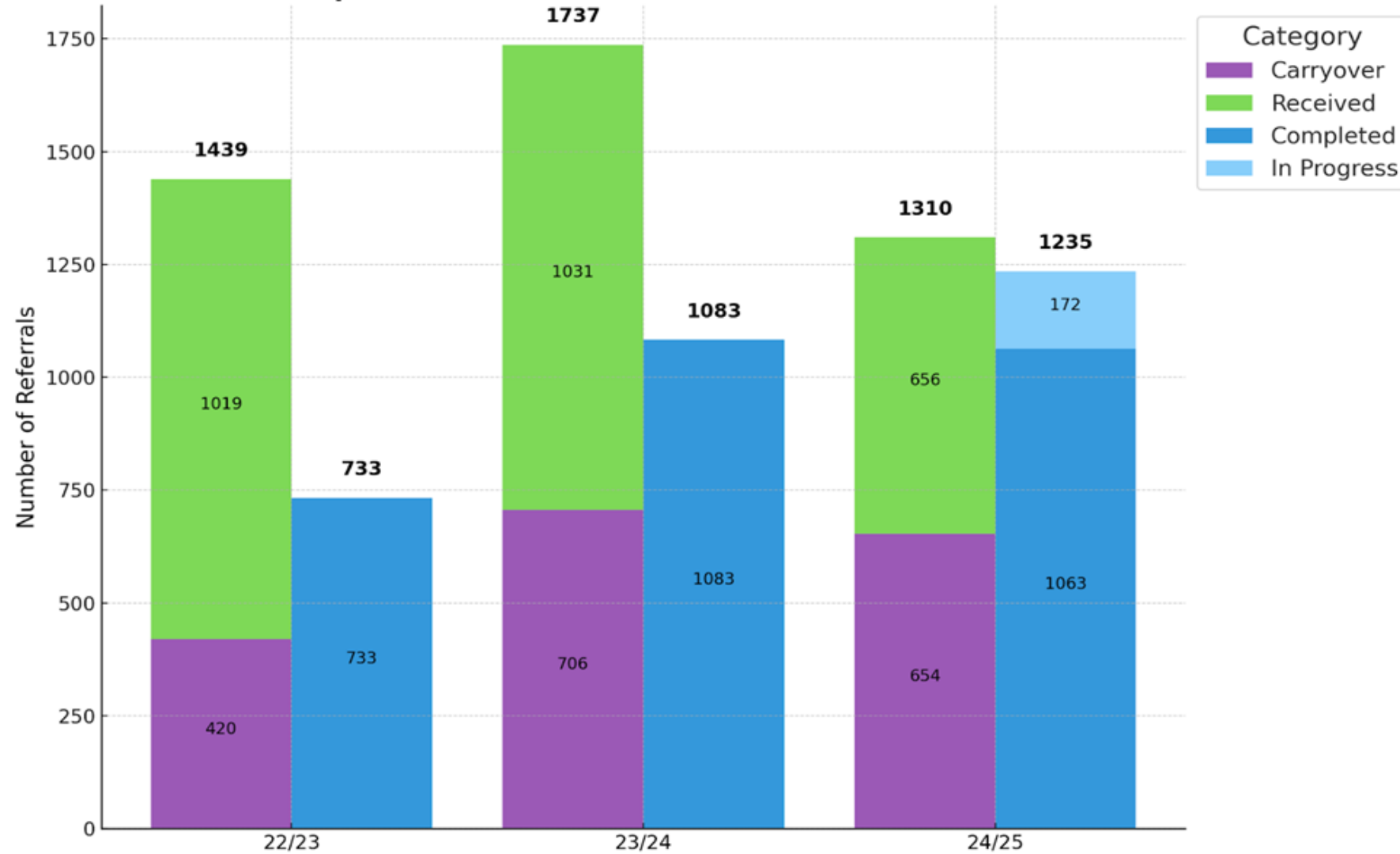
Initial Evaluation Timelines

Timeline #1: **15 school days** to receive parent consent or to provide notice of refusal.

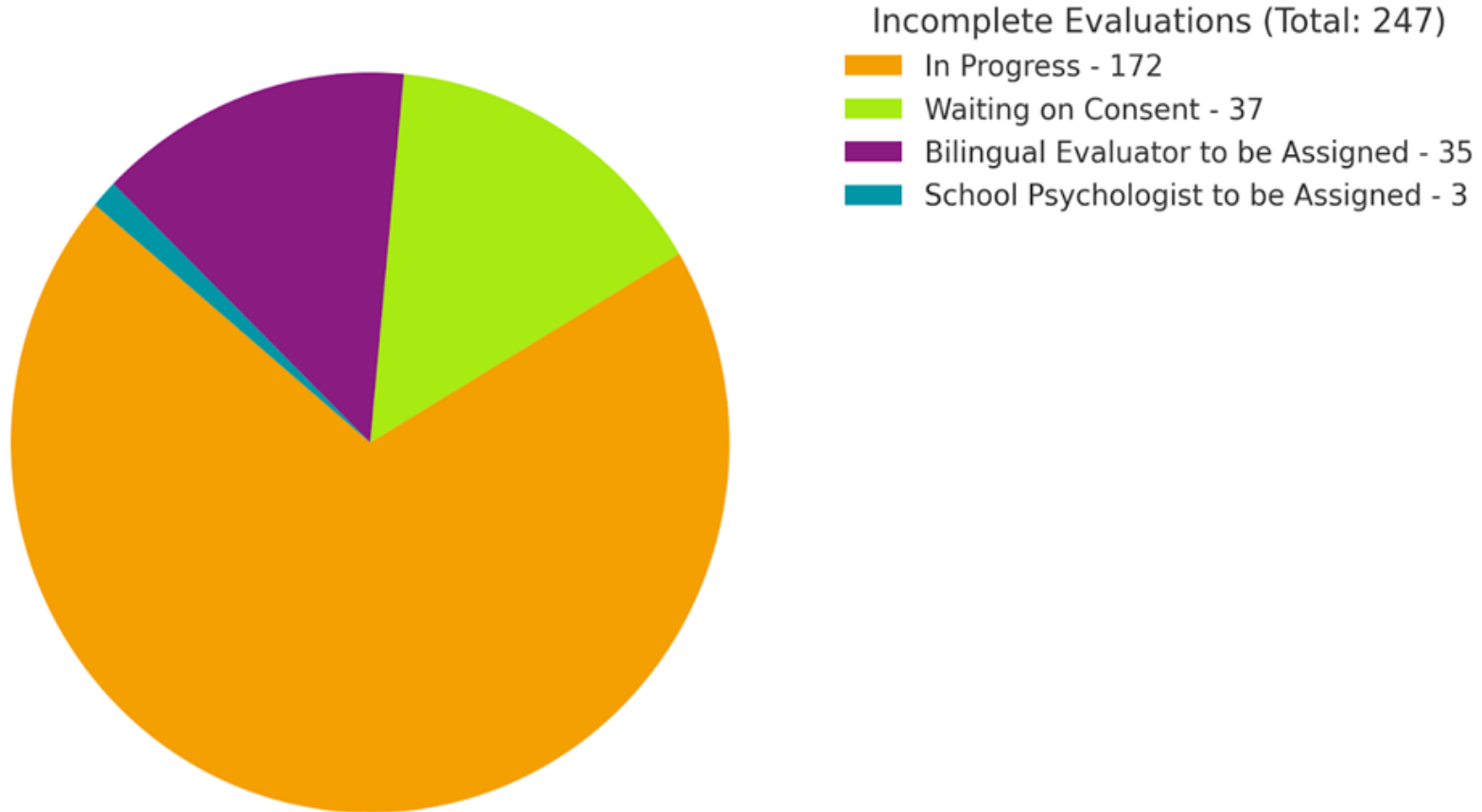
Timeline #2: **45 school days** to complete the evaluation

Timeline #3: **30 school days** to complete eligibility meeting through ARD.

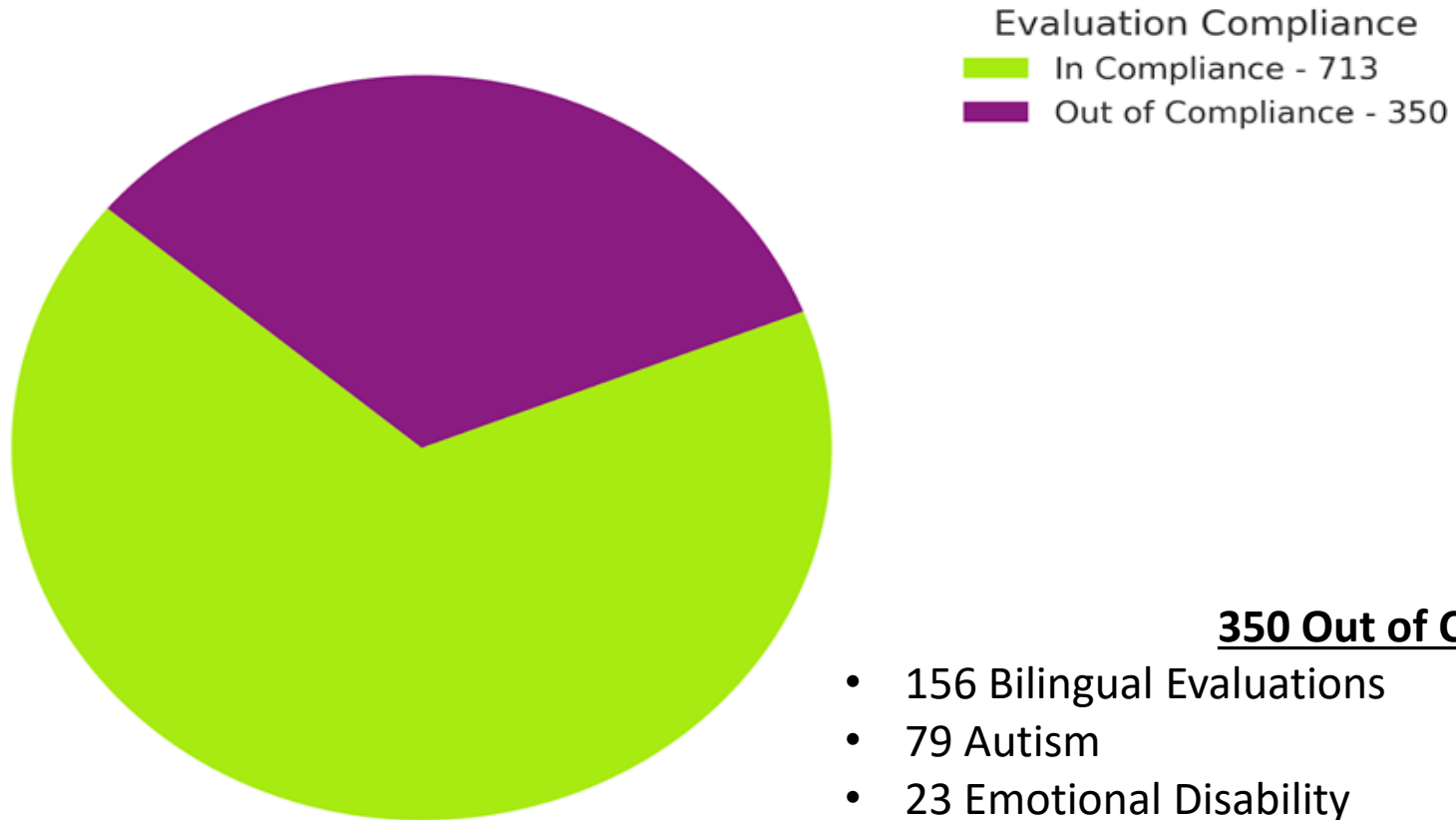
Special Education Referrals As Of 3/18/2025



Incomplete Evaluations Breakdown



Evaluation Compliance Breakdown



Criteria for Special Education Eligibility

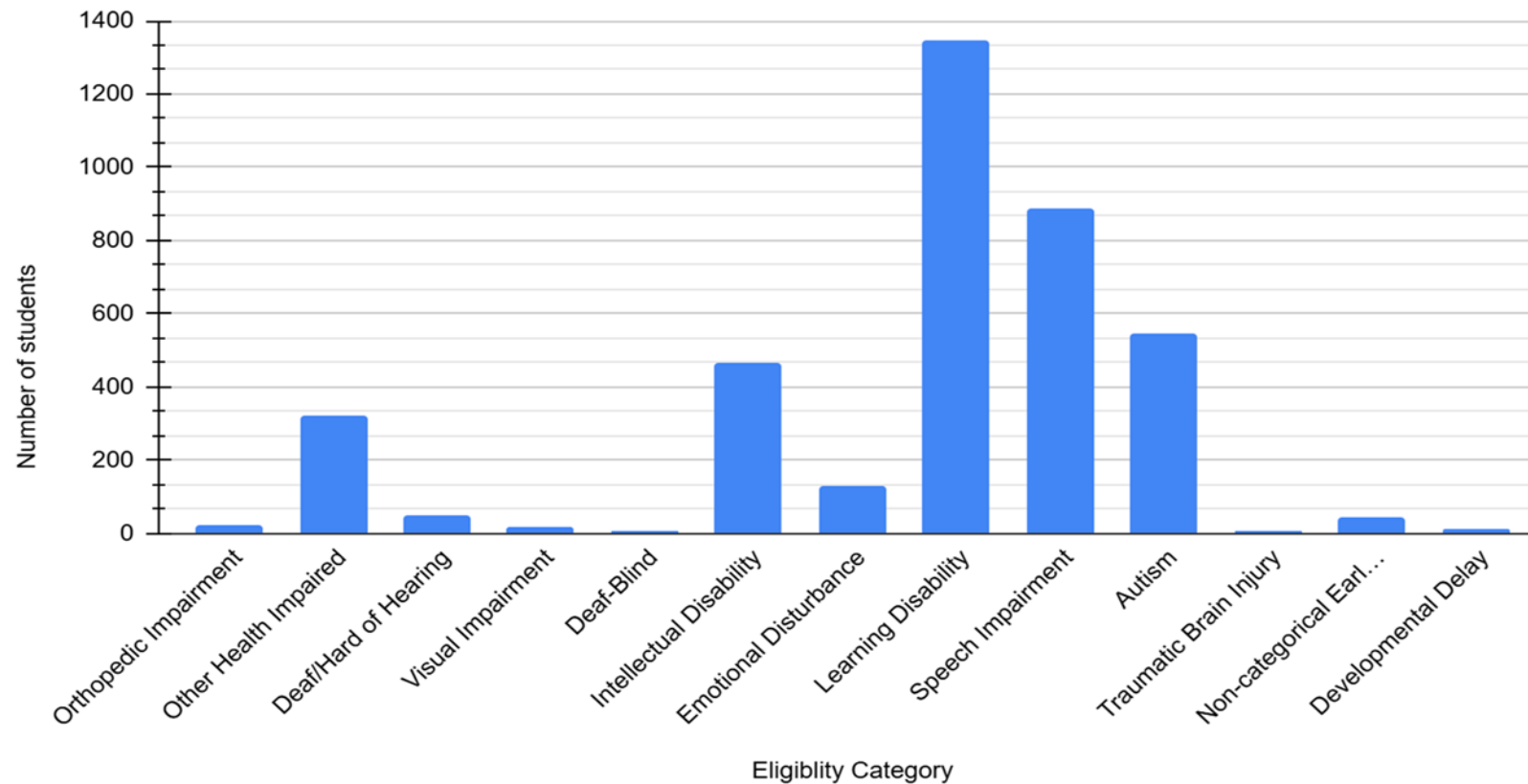
1- Student has a disability

2- The student's disability negatively impacts their educational performance **AND** requires specially designed instruction or related services to access the general curriculum

CFR 300.304

Eligibility Category

Number of students vs. Eligibility Category





Evaluation Strategy

- Contracted with evaluation staff throughout the State of Texas
- New MTSS System
- Hired Virtual Staff
- Testing occurs 7 days a week
- Established an ECISD Referral Committee
- Piloting AI Tool for report writing

Significant Disproportionality

Significant Disproportionality is the over representation of racial groups: (Eligibility, Placement or Discipline) Federal and State Education Agencies requires Local Education Agencies to be below the **Risk Ratio of 2.5**

ECISD Significant Disproportionality Numbers Need to be below 2.5 Risk Ratio

Two or More Races

2023: 4.0 (Year 2)

2024: 2.6 (Year 3)

African American

2023: 3.5 (Year 1)

2024: 2.9 (Year 2)

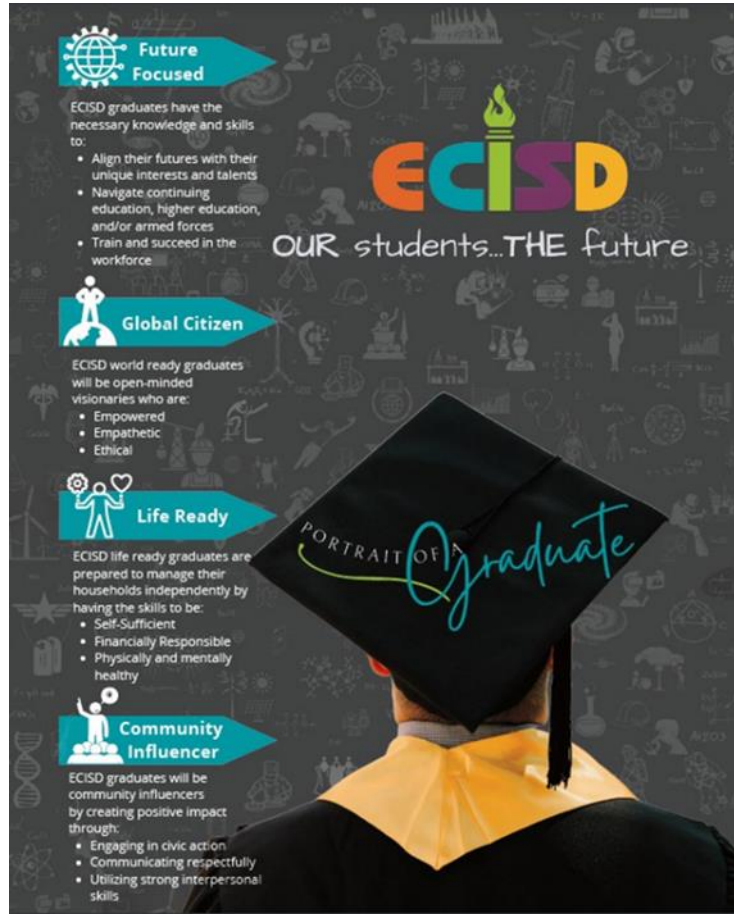
Significant Disproportionality Strategy

- **\$1,053,122** Required out of CEEIS Federal Funds: **Special Education Budget**
- Established a ECISD Significant Disproportionality Stakeholder Committee
- Trained Principals and Assistant Principals in the area of Significant Disproportionality & Discipline Law
- Monitoring student discipline through student analytics platform with Accountability Office
- Monthly meetings with Texas Education Agency
- Hired Texas Counsel of Administrators of Special Education: Contractor
- Securing an intensive social-emotional and behavior intervention framework for ECISD

Dyslexia

After May 2025, student with dyslexia who needs dyslexia class cannot be under Section 504; student must be evaluated and identified with dyslexia under Special Ed and determined to need dyslexia services

Areas of Focus and Moving Forward



Federal and State Compliance

Significant Disproportionality

Special Service Programming

Transitioning Dyslexia from 504 to IDEA