



Special Education

2020-2021

Presented by: **Leslie Wilson, Executive Director of Special Services**
Dr. Lilia Nanez, Associate Superintendent C&I

Agenda

1. Who we are
2. Services we provide
3. Data
4. Strategic Support Plan



Special Services Dept. 115 staff members not including teachers and assistants

Meet The Staff



Clerks

Quads

SEAL Team

Licensed School Psychologists

Speech Therapists

Music Therapists

Adaptive PE

Deaf and Hard of hearing Services

Counselors

Occupational and Physical Therapists

Diagnosticians

Visually Impaired services

Support for Teachers and Parents

TEACHERS

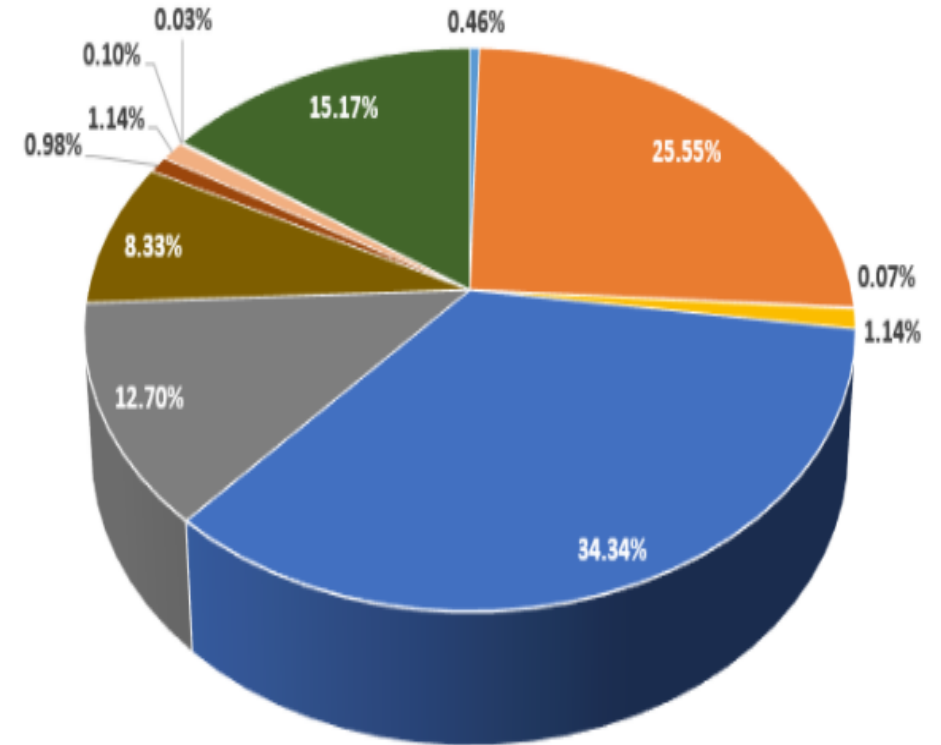
- School Based Therapy (counselors, Occupational Therapy, Physical Therapy)
- Behavior Support
- Interpreters for students with hearing impairments
- Coaching for teachers
- Professional Development for teachers and leaders

PARENTS

- Understanding Your Child's Individual Education Plan
- Understanding Goals and Present Levels of Academic and Functional Behavior Support - In Home Training
- Training in collaboration with the Texas Workforce
- Occupational and Physical Therapy have developed a Google Classroom for Collaboration with parents and staff

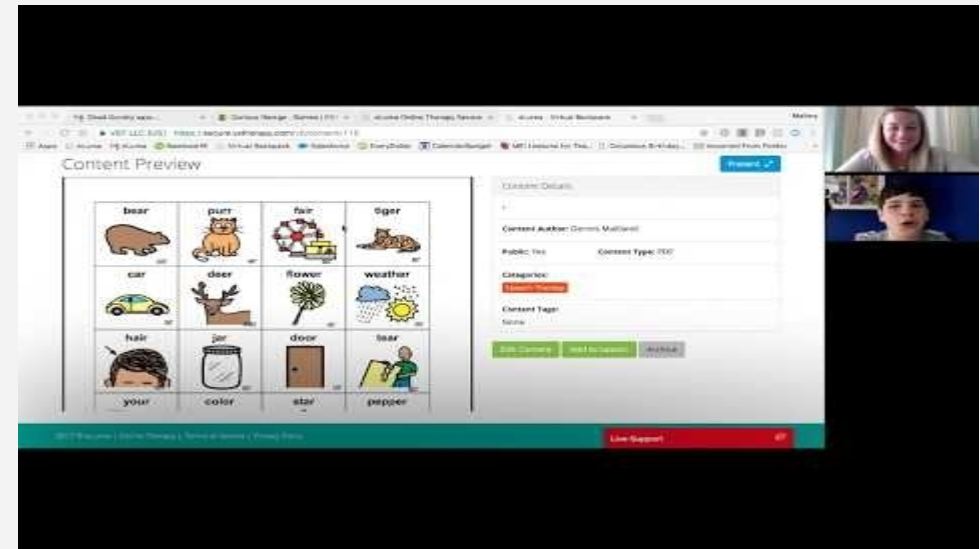
ECISD Special Education Students – 3040 (10.43%)

- Homebound – 14 (.46%)
- Speech Only - 785 (25.55%)
- Hospital – 2 (0.07%)
- Vocational -35 (1.14%)
- Mainstreamed - 1055 (34.34%)
- Resource Students that are served less than 21% of the day – 390 (12.70%)
- Resource students that are served at least 21% and less than 50%- 256 (8.33%)
- Self-Contained 50%-60% - 30 (.98%)
- Self-Contained more than 60% - 35 (1.14%)
- Residential Care Facility - 1 (.03%)
- Other includes non-categorical students ages 3-5 that have not been labeled as intellectually disabled, Autistic, emotionally disturbed or learning disabled, Texas School for the Blind, Regional Deaf School - 466 (15.17%)



Speech

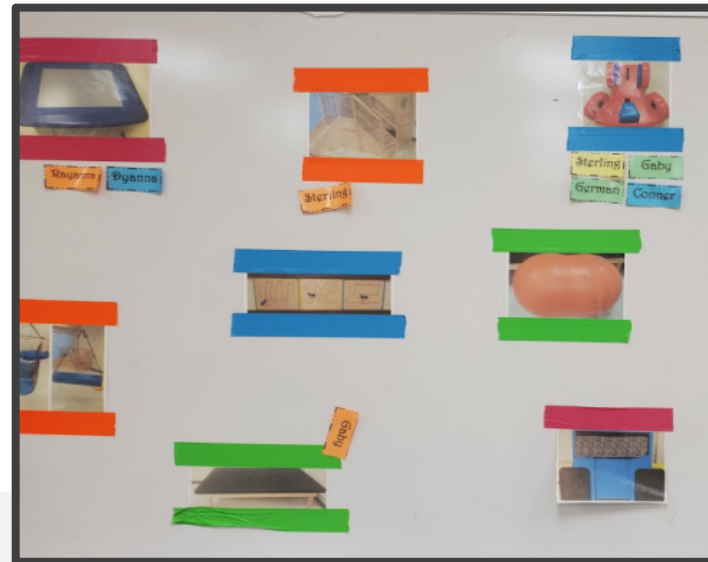
- **1400** students receive speech therapy either virtually or face to face.



10 Sensory Rooms throughout the district in Elementary Schools



<https://youtu.be/QBFKIsiwWqs>



Referrals to the Special Education Program in 2019-2020

- **914** parent, administrator and teacher referrals
- **737** Parents signed written consent
 - **177** Students parent refused consent or student moved out of the district.
- **230** Students did not qualify for special education
- **507** Students met eligibility requirements

Results Driven Accountability Overall Special Education Rating: 3 Formerly Performance-Based Monitoring Analysis System (PBMAS)

- Three areas are measured for special education in 2019-2020:
 - Special Education Graduation Rate
 - Special Education Annual Dropout Rate
 - Special Education Total Disciplinary Removals Rate (Ages 3-21)

Determination Level

Meets Requirements (DL1)

Needs Assistance (DL2)

Needs Intervention (DL3)

Needs Substantial Intervention (DL4)

Results Driven Accountability (RDA)

SPECIAL EDUCATION GRADUATION RATE

YEAR	CUT POINT RANGE (PERFORMANCE LEVEL = 0)	DISTRICT RATE	GRADUATES	TOTAL SPECIAL EDUCATION STUDENTS	PERFORMANCE LEVEL (ECISD)
2019-2020	80% to 100%	64.8%	92 students	143 total students	2
2018-2019	80% to 100%	70.8%	109 students	154 total students	1
2017-2018	80% to 100%	67.2%	90 students	134 total students	2

Results Driven Accountability (RDA)

SPECIAL EDUCATION ANNUAL DROPOUT RATE

YEAR	CUT POINT RANGE (PERFORMANCE LEVEL = 0)	DISTRICT RATE	DROPOUTS	ATTENDANCE/ ENROLLMENT	PERFORMANCE LEVEL (ECISD)
2019-2020	0 – 1.8%	3.4%	39 students	1,139 enrolled in special education	2
2018-2019	0 – 1.8%	4.5%	51 students	1,146 enrolled in special education	2
2017-2018	0 – 1.8%	3.8%	42 students	1,098 enrolled in special education	2

Results Driven Accountability (RDA)

SPECIAL EDUCATION TOTAL DISCIPLINARY REMOVALS RATE (AGES 3-21)

YEAR	CUT POINT RANGE (PERFORMANCE LEVEL = 0)	DISTRICT RATE	SPECIAL ED REMOVALS	SPECIAL ED TOTAL STUDENTS	PERFORMANCE LEVEL (ECISD)
2019-2020	0 – 19%	45.7%	*	*	2
2018-2019	0 – 19%	52.4%	*	*	3
2017-2018	0 – 19%	57.1%	*	*	Report only

State Rate 2018-2019 44.2%
 State Rate 2017-2018 47.9%

Discipline	Placements of children ages 3 through 21 into particular disciplinary settings:
	1. Out-of-school suspensions and expulsions of 10 days or fewer
	2. Out-of-school suspensions and expulsions of more than 10 days
	3. In-school suspensions of 10 days or fewer
	4. In-school suspensions of more than 10 days
5. Total disciplinary removals including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer	

NEXT STEPS

Results Driven Accountability Strategic Support Plan

PROBLEM STATEMENT/ROOT CAUSE

- Root Cause: A positive behavior intervention plan has not been monitored and implemented with fidelity districtwide. All campuses have not identified/implemented their Positive Behavior Intervention and Support (PBIS) Teams to respond to crisis situations.
- Problem Statement: The Disciplinary Removal rate for special education students (Ages 3-21) is 45.7%. (Out of School Suspensions and Expulsions)

NEXT STEPS

Results Driven Accountability Strategic Support Plan

Student Outcomes Goal: The special education dropout rate will decrease by 1.6% for students enrolled in 7th through 12th grades by May 2021.

Priority Lever 1: Strong School Leadership and Planning

- Description 1.1: Develop campus instructional leaders with clear roles and responsibilities

Priority Lever 5: Effective Instruction

- Description 5.1: Objective-driven lesson plans with formative assessments

A Story

Homebound and Virtual Learning



OUR students . . . THE future!



OUR students . . . THE future!