Special Education Spotlight

March 22, 2021

Bellville Independent School District

Numbers at a Glance

Students in Special Education

2018-2019	216 Students
2019-2020	271 Students
Current 3/10/2021	317 Students
Increase	**+101 Students**

Students in 504

2018-2019	227 Students
2019-2020	245 Students
Current 3/10/2021	267 Students
Increase	**+40 Students**

Students Identified with Dyslexia

2018-2019	99 Students
2019-2020	139 Students
Current 3/10/2021	161 Students*
Increase	**+62 Students**

Special Education Staffing

- Celebrations
  - Have been able to fill positions district-wide quickly
    - Teachers, Paraprofessionals
  - Have been able to fill key department positions that have been vacant
    - In some cases the positions were previously vacant for several years, and had to be contracted out
    - These include: Full Time Occupational Therapist, Full Time LSSP (2nd position), Full Time Speech Language Pathologist
    - Still have one Speech Language Pathologist position open that we are contracting out

Grants

- Celebrations
  - Evaluation Capacity/Fiscal Support Grant
    - Total of $41,00
    - Assisted with contracting out evaluations and compensatory services
    - Contracted out $23,000 worth of evaluations so far this year
    - Will be able to update materials for testing (kits and ipads)
    - Completely caught up from COVID-19
    - Has allowed our staff not to be inundated with evaluations
  - Autism Grant
    - Approximately $27,000
    - Collaborative Grant Primarily with Region 4 districts
    - Professional Development, 10 ipads, $12,00 for Communication Apps, $10,00 for Materials/Supplies Related to Supporting Students with Autism

Compliance

- Results Driven Accountability (RDA)
  - The Results Driven Accountability (RDA) is an automated data system that reports annually on the performance of school districts in selected program areas (bilingual education/English as a second language, career and technical education, certain federal Title programs, and special education).

  - Texas has long regarded **Significant Disproportionality (SD)** as a critical issue requiring a comprehensive solution to ensure a free and appropriate public education in the least restrictive environment for every eligible child under the Individuals with Disabilities Education Act (IDEA).

  - The statute and regulations for the IDEA include important requirements on how states and districts must address disproportionate representation in special education.
    - Areas where significant disproportionality is monitored, include:
      - Students in special education and specific disability categories;
      - Placement of children in particular educational settings; and
      - Discipline placements that result in the student being removed from class

Significant Disproportionality

- Specific Formulas

- District's performance is given through RDA report each year

- Cut Point 2.5, this means the area being measured is 2.5 times more likely to occur in a given district than in others

- Districts identified as SD Year 3 (above 2.5 in same area for 3 consecutive years) are required to take action and create a plan to implement changes

- Publicly report out

Bellville ISD Data

- Special Education
  - Disciplinary Removals (African-American Students)
  - Cut Point: **>2.5**   BISD Rate: **3.0**
  - **SD Year 3**
  - Data used has a 2 year lag (Rate Calculated from 18-19 school Year)

- What Have We Done in Response?
  - Set aside 15% of our federal grant (Coordinated Early-Intervening Services)
  - Behavior Specialist
  - Targeted SEL
  - Streamlined our Behavior Support Program (RISE) to all campuses
  - Creation of Professional Learning Communities (PLCs), primarily focused on behavior
  - Professional Development, including: Restorative Practices, Cultural Diversity, etc.
  - Current data tracking to identify areas which may have the most need; collaboration with campus administration

Bellville ISD Data

- Special Education
  - Intellectual Disability (African-American Students)
  - Cut Point: **>2.5**   BISD Rate: **2.9**
  - **SD Year 3**

- What Have We Done in Response?
  - Train all assessment staff on best practices in identification of students with intellectual disabilities
  - Review of test kits and materials; purchased new kits
  - Professional Development: Cultural Diversity
  - Review procedures for evaluations and identification
  - Peer-Reviewed assessments for this specific area

New Programs

- Streamlining and Adding Programs
- Support Teachers, Support Students
  - Snap and Read
  - Reading by Design
  - Goalbook
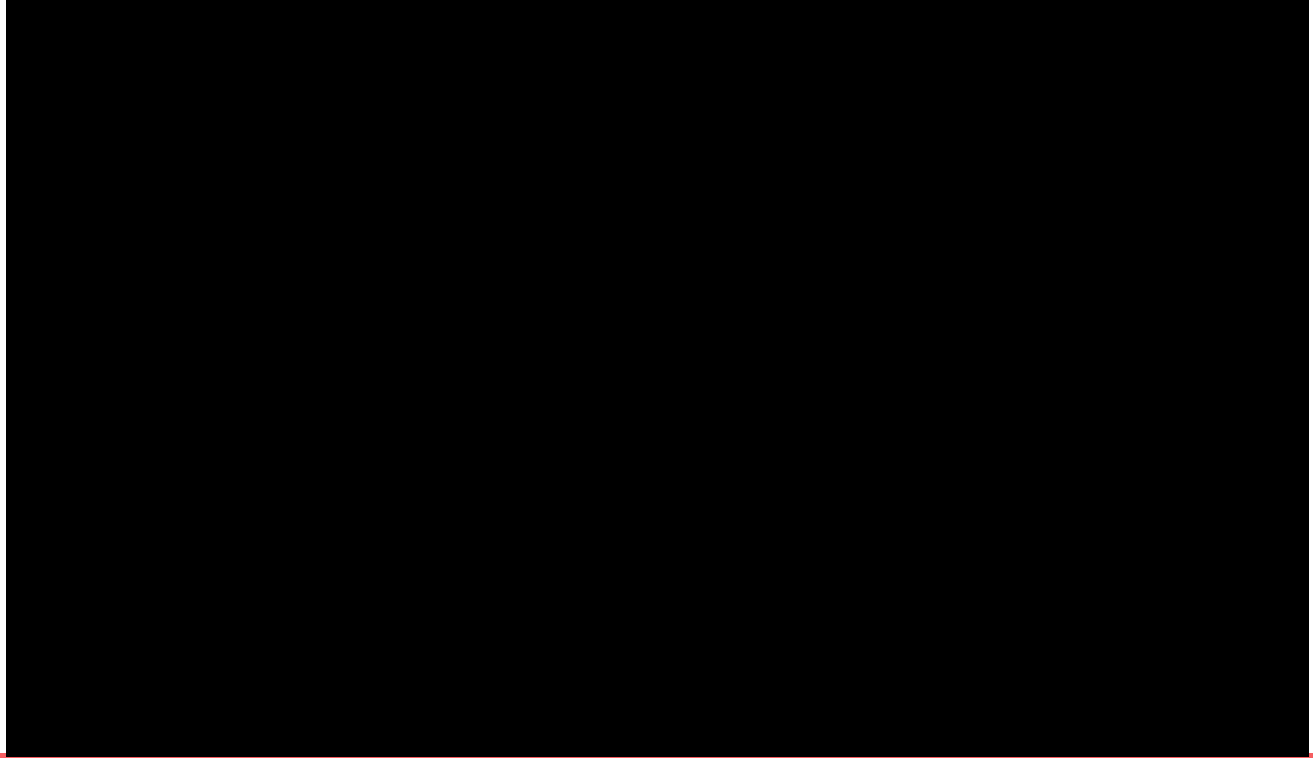
Our Students in Action...Great Things Happen Here!