



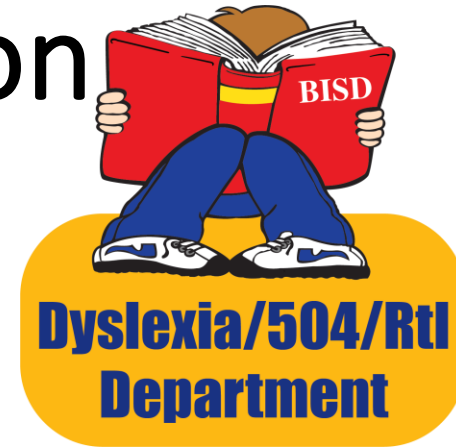
Special Education

Adriana Lippa, Director

Section 504

Julie Salinas, Director

10.11.22



ALWAYS READY TO ENGAGE, WILLING TO EMPOWER, AND
ABLE TO EXCEL.



Triple T - Update

**Always Ready to Engage,
Willing to Empower, and
Able to Excel.**



Training to Transition UPDATE

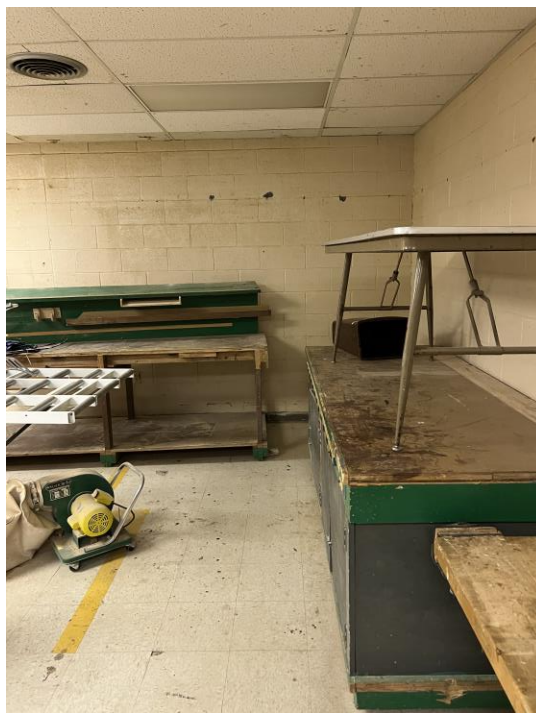
- 56 Triple T Students
- 3 Teachers, 1 Vacancy
- 8 Paras, 1 Vacancy

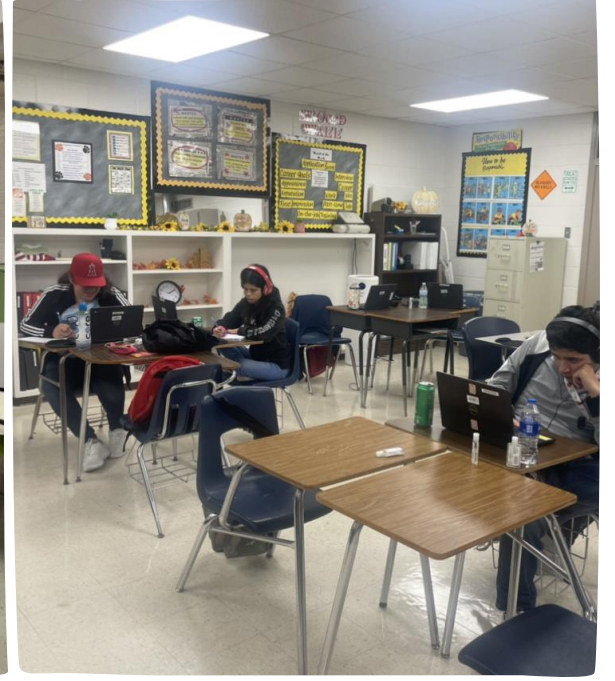
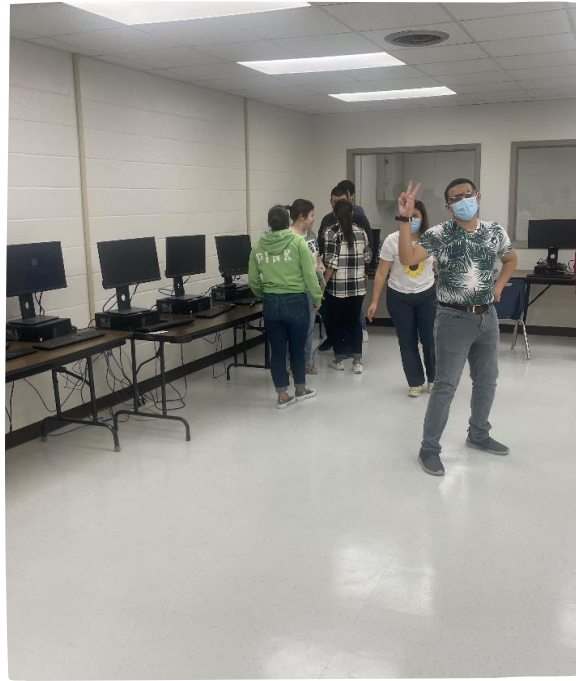
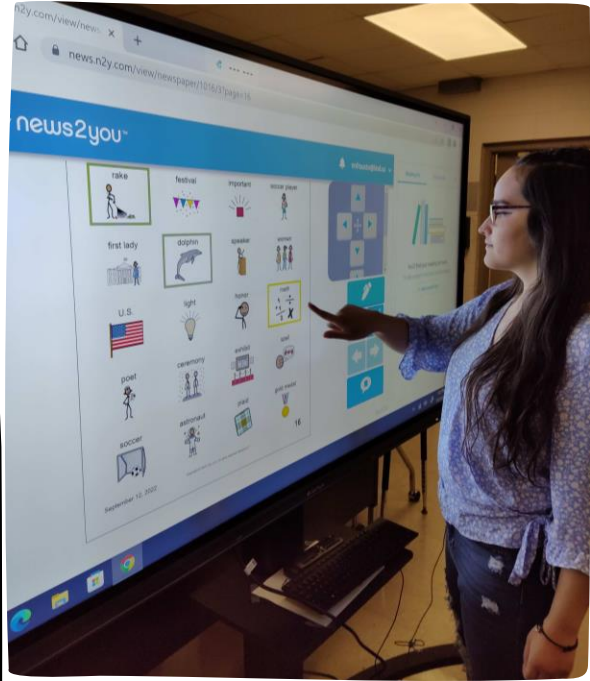


Training
to
Transition

RELOCATION

Before
&
After







Living AREA

Students learn independent living skills such as food safety and meal preparation, maintaining a clean home and doing their laundry.

Work Site Partners



7



5



9



7



8



6



7



7

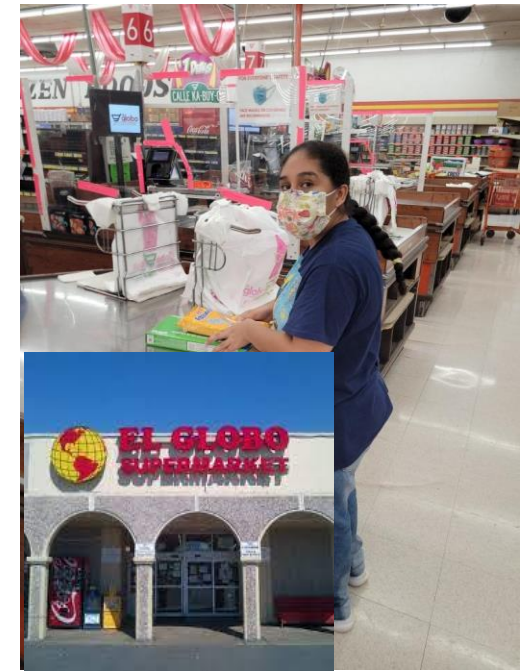
Total= 56

Triple T Schedule

| Time | Description |
|-------------------|---|
| 8:30 AM-9:15 AM | Students: Get Breakfast / Sign Timesheet / Get Badge / Restroom Break |
| 9:15 AM-9:30 AM | Load Busses for Job Sites |
| 9:30 AM-12:00 PM | Job Training Sites (Students with TX Workforce staying on campus will work on ASI Training) |
| 12:00 PM-12:15 PM | Restroom Break |
| 12:15 PM-1:00 PM | Student Lunch (Teacher Lunch) |
| 1:00 PM-2:00 PM | News2You / Unique Learning – Transition |
| 2:00 PM-3:30 PM | Conover Online – MECA / Functional Skills |
| 3:30 PM-4:00 PM | Classroom Clean Up, Put Chromebooks to Charge |
| 4:00 PM-4:30 PM | Bus Dismissal |

Triple T

Students acquiring work skills



- Soft Skills
- Sacking
- Stocking Shelves
- How To Seek Employment

- Practicing Dependability
- Demonstrating Occupational Safety
- Dressing Appropriately

- Observing Work- Place Rules
- Practice Punctuality and Dependability
- Keep Basic Financial Records

Triple T

Students working in our community



Learning Transition Life Skills



- Maintain A Clean Home
- Use Public Transportation
- Maintain a Budget
- Shop for Needed Items
- Operate Appliances Safely
- Prepare Meals
- Clean Up After Meals
- Community Services and Support
- Money Management
- Employability Skills
- Making Everyday Purchases
- Using Community Resources
- Health and Safety
- Daily, Weekly, Monthly Planning
- Food Safety and Meal Preparation
- Personal Care and Wellness



Enrollment

**Always Ready to Engage,
Willing to Empower, and
Able to Excel.**

Special Education Enrollment - Elementary

| Campus | # of SE students | | Campus | # of SE students | | Campus | # of SE students |
|--------------|------------------|--|-------------|------------------|--|---------------|------------------|
| Aiken | 78 | | Gallegos | 87 | | Perez | 97 |
| Benavides | 153 | | Garden Park | 78 | | Pullam | 100 |
| Breeden | 125 | | Garza | 47 | | Putegnat | 63 |
| Brite | 92 | | Gonzalez | 97 | | Russell | 72 |
| Burns | 103 | | Hudson | 114 | | Sharp | 59 |
| Canales | 95 | | Keller | 74 | | Skinner | 35 |
| Castaneda | 92 | | Martin | 69 | | Southmost | 82 |
| Champion | 103 | | Morningside | 75 | | Vermillion | 85 |
| Cromack | 66 | | Ortiz | 99 | | Villa Nueva | 49 |
| Del Castillo | 26 | | Palm Grove | 35 | | Yturria | 77 |
| Egly | 98 | | Paredes | 108 | | | |
| El Jardin | 48 | | Pena | 72 | | Total: | 2,753 |

Special Education Enrollment - Middle School and High School

Middle Schools

| Campus | # of SE students |
|----------|------------------|
| Besteiro | 113 |
| Faulk | 205 |
| Garcia | 163 |
| Lucio | 156 |
| Manzano | 163 |
| Oliveira | 178 |
| Perkins | 118 |
| Stell | 173 |
| Stillman | 155 |
| Vela | 123 |
| Total: | 1,547 |

High Schools

| Campus | # of SE students |
|----------|------------------|
| BECHS | 4 |
| Hanna | 321 |
| Lopez | 290 |
| Pace | 272 |
| Porter | 266 |
| Rivera | 324 |
| Veterans | 246 |
| | |
| | |
| | |
| Total: | 1,723 |

Need a Title

| Level | Special Education Enrollment |
|---------------|------------------------------|
| Elementary | 2,753 |
| Middle School | 1,547 |
| High School | 1,723 |
| All Levels | 6,023 |



Number of Special Education Students Exiting the Program (2021-2022)

**Always Ready to Engage,
Willing to Empower, and
Able to Excel.**

Exiting Students - Elementary

| Campus | # of students | | Campus | # of students | | Campus | # of students |
|--------------|---------------|--|-------------|---------------|--|--------------|---------------|
| Aiken | 1 | | Gallegos | 4 | | Perez | 2 |
| Benavides | 5 | | Garden Park | 5 | | Pullam | 8 |
| Breeden | 16 | | Garza | 0 | | Putegnat | 2 |
| Brite | 7 | | Gonzalez | 3 | | Russell | 4 |
| Burns | 3 | | Hudson | 5 | | Sharp | 2 |
| Canales | 5 | | Keller | 2 | | Skinner | 1 |
| Castaneda | 1 | | Martin | 2 | | Southmost | 2 |
| Champion | 3 | | Morningside | 2 | | Vermillion | 1 |
| Cromack | 0 | | Ortiz | 2 | | Villa Nueva | 2 |
| Del Castillo | 0 | | Palm Grove | 1 | | Yturria | 6 |
| Egly | 3 | | Paredes | 1 | | | |
| El Jardin | 3 | | Pena | 3 | | | |
| | | | | | | Total | 107 |

Exiting Students - Middle School and high school

Middle Schools

| Campus | # of students |
|--------------|---------------|
| Besteiro | 1 |
| Faulk | 2 |
| Garcia | 4 |
| Lucio | 1 |
| Manzano | 6 |
| Oliveira | 5 |
| Perkins | 1 |
| Stell | 1 |
| Stillman | 5 |
| Vela | 1 |
| Total | 27 |

High Schools

| Campus | # of students |
|--------------|---------------|
| BECHS | 0 |
| Hanna | 2 |
| Lopez | 1 |
| Pace | 0 |
| Porter | 1 |
| Rivera | 1 |
| Veterans | 1 |
| | |
| | |
| | |
| Total | 6 |

Title

| Level | Number of Students Exiting Program 2021-2022 |
|-------------------|---|
| Elementary | 107 |
| Middle School | 27 |
| High School | 6 |
| All Levels | 140 |



Professional Development



**Always Ready to Engage,
Willing to Empower, and
Able to Excel.**

Professional Development August 01, 2022- September 29, 2022

| Topic | Presenter | Description | Audience | Number of Participants |
|-----------------------------------|---------------------------|---|--|------------------------|
| Encore | Specialized Unit Teachers | Standards-based adapted core curriculum based on Applied Behavior Analysis (ABA) that provides access to general education curriculum | Life Skills & Structure for Life Staff | 90 |
| Documenting Student Success | Diana Saenz | Providing high quality instruction, interventions and support | Life Skills and Inclusion Paraprofessionals, Home Bound Teachers | 75 |
| Social Emotional Learning | Dr. Edith Trevino | Recognizing the importance of social emotional learning | Resource/Inclusion, one to one, SFL, Life Skills Paraprofessionals SFL, BI, Life Skills Teachers | 71 |
| Applied Behavior Analysis | Dr. Schaefer | Applied Behavior Analysis Strategies | SFL Teachers and BI Teachers | 150 |
| Early Childhood Special Education | Juanita LoveJoy | Managing challenging behavior and creating student centers | Early Childhood Special Education Paraprofessionals | 41 |
| Child Outcome Student Form | Juanita LoveJoy | Properly documenting Child Outcome Summary Forms | Speech Personnel | 30 |

Professional Development



| Topic | Presenter | Description | Audience | Number of Participants |
|---|--|---|---|------------------------|
| IEP Plus | Sergio Cordova | Data Systems training for new teachers | New Special Education Teachers | 20 |
| Sensory Rooms | Aliber Pena | Successful Sensory room set up & Autism behavior strategies | SFL Staff and BI Teachers | 75 |
| Crisis Prevention Institute Training | Behavioral Specialist | Behavior Management and De-Escalation Solutions | BI Paraprofessionals, BI Teachers, Campus Core Teams, Transportation Department Staff | 170 |
| SHARS | Cyrstal Borski | How to appropriately bill for SHARS | ONE/ONE, Physical Therapist/Occupational Therapist, Speech Personnel | 61 |
| Occupational and Physical Therapy In Schools- Procedural Training | BISD Occupational Therapists and Physical Therapists | Sensory integration in the IEP, fine motor strategies, safe transfer and lifting techniques, body mechanics | One to one, Life Skills and SFL Paraprofessionals | 161 |



TEACHTOWN
Exceptional Solutions for Exceptional Students



Vacancies / Job Fair

**Always Ready to Engage,
Willing to Empower, and
Able to Excel.**

Job Vacancies

| Special Education Setting | Teacher | | | Para-professional | | |
|-----------------------------------|------------|---------------|-------------|-------------------|---------------|-------------|
| | Elementary | Middle School | High School | Elementary | Middle School | High School |
| Resource/Inclusion | 10 | 7 | 6 | 2 | 1 | 2 |
| Life Skills | 1 | 1 | 3 | 5 | 7 | 5 |
| Structure For Life | 0 | 0 | 0 | 0 | 1 | 2 |
| Behavior Intervention Unit | 1 | 1 | 1 | 1 | 3 | 1 |
| Early Childhood Special Education | 1 | NA | NA | 7 | NA | NA |
| One to One | NA | NA | NA | 2 | 2 | 6 |
| Total | 13 | 9 | 10 | 17 | 14 | 16 |

BISD JOB FAIR HIRES

10/02/21

- 3 Teachers
- 7 Paraprofessionals

12/10/21

- 3 Teachers
- 12 paraprofessionals

6/16/22

- 7 Teachers
- 12 Paraprofessionals

8/23/22

- 3 Teachers
- 23 Paraprofessionals

Recruitment Efforts 2022-2023

| Date | Event | Department Representative |
|------------------------|--|------------------------------|
| November 04 | Texas A&M University San Antonio | Adriana Lippa |
| October 12 (tentative) | Texas Southmost College Brownsville | Patricia Rodriguez |
| November 8 | Texas A&M University Kingsville | Michael Benavides |
| November 9 | Texas A&M University Corpus Christi | Michael Benavides |
| November 10 | University of Texas Rio Grande Valley Brownsville | Robert Cano |
| November 11 | University of Texas Rio Grande Valley Edinburg | Norma Cisneros |
| Pending Dates | Texas State San Marcos | Norma Cisneros |
| December 1 | BISD Job Fair | All Supervisors and Director |
| Pending Date | Region One Job Fair | Adriana Lippa |

Texas Education Agency Audit UPDATE



The TEA will conduct a Participant List (PL) review which evaluates program and payment compliance with SHARS rules and guidelines for the health and medical related services provided to Medicaid-enrolled students and documented in the student's Individualized Education Program (IEP).

Requested Records Due to TEA:

September 14, 2022

Special Services Department has submitted
11 documents requested by

Texas Education Agency

Dyslexia-504-Rtl
Enrollment
3,992
Dyslexia: 2,756
504: 1,236

Always Ready to Engage,
Willing to Empower, and
Able to Excel.



Dyslexia/504 - Elementary

| Campus | # of Dyslexia | # of 504 | Total | | Campus | # of Dyslexia | # of 504 | Total | | Campus | # of Dyslexia | # of 504 | Total |
|--------------|---------------|----------|-------|--|-------------|---------------|----------|-------|--|---------------|-----------------|------------|--------------|
| Aiken | 21 | 16 | 37 | | Gallegos | 22 | 2 | 24 | | Perez | 30 | 10 | 40 |
| Benavides | 60 | 15 | 75 | | Garden Park | 16 | 11 | 27 | | Pullam | 68 | 9 | 77 |
| Breeden | 66 | 12 | 78 | | Garza | 7 | 6 | 13 | | Putegnat | 5 | 4 | 9 |
| Brite | 54 | 11 | 65 | | Gonzalez | 28 | 10 | 38 | | Russell | 10 | 10 | 20 |
| Burns | 27 | 12 | 39 | | Hudson | 63 | 7 | 70 | | Sharp | 15 | 8 | 23 |
| Canales | 11 | 16 | 27 | | Keller | 41 | 8 | 49 | | Skinner | 12 | 11 | 23 |
| Castaneda | 42 | 18 | 60 | | Martin | 12 | 5 | 17 | | Southmost | 32 | 10 | 42 |
| Champion | 30 | 9 | 39 | | Morningside | 9 | 7 | 16 | | Vermillion | 27 | 8 | 35 |
| Cromack | 14 | 9 | 23 | | Ortiz | 41 | 7 | 48 | | Villa Nueva | 15 | 2 | 17 |
| Del Castillo | 7 | 3 | 10 | | Palm Grove | 4 | 7 | 11 | | Yturria | 40 | 4 | 44 |
| Egly | 35 | 8 | 43 | | Paredes | 63 | 11 | 74 | | | Dyslexia | 504 | Elem. |
| El Jardin | 8 | 19 | 27 | | Pena | 17 | 7 | 24 | | Total: | 952 | 312 | 1,264 |

Dyslexia/504 Enrollment - Middle School and High School

| Middle Schools | | | |
|----------------|---------------|------------|--------------|
| Campus | # of Dyslexia | # of 504 | Total |
| Besteiro | 45 | 32 | 77 |
| Faulk | 89 | 50 | 139 |
| Garcia | 123 | 41 | 164 |
| Lucio | 56 | 44 | 100 |
| Manzano | 109 | 30 | 139 |
| Oliveira | 92 | 31 | 123 |
| Perkins | 38 | 25 | 63 |
| Stell | 55 | 41 | 96 |
| Stillman | 124 | 41 | 165 |
| Vela | 70 | 37 | 107 |
| Total: | 801 | 372 | 1,173 |

| High Schools | | | |
|---------------|---------------|------------|--------------|
| Campus | # of Dyslexia | # of 504 | Total |
| BECHS | 18 | 6 | 24 |
| Hanna | 196 | 113 | 309 |
| Lopez | 115 | 111 | 226 |
| Pace | 151 | 87 | 238 |
| Porter | 140 | 47 | 187 |
| Rivera | 183 | 116 | 299 |
| Veterans | 200 | 72 | 272 |
| | | | |
| | | | |
| | | | |
| Total: | 1,003 | 552 | 1,555 |

Dyslexia/504 by Impairment

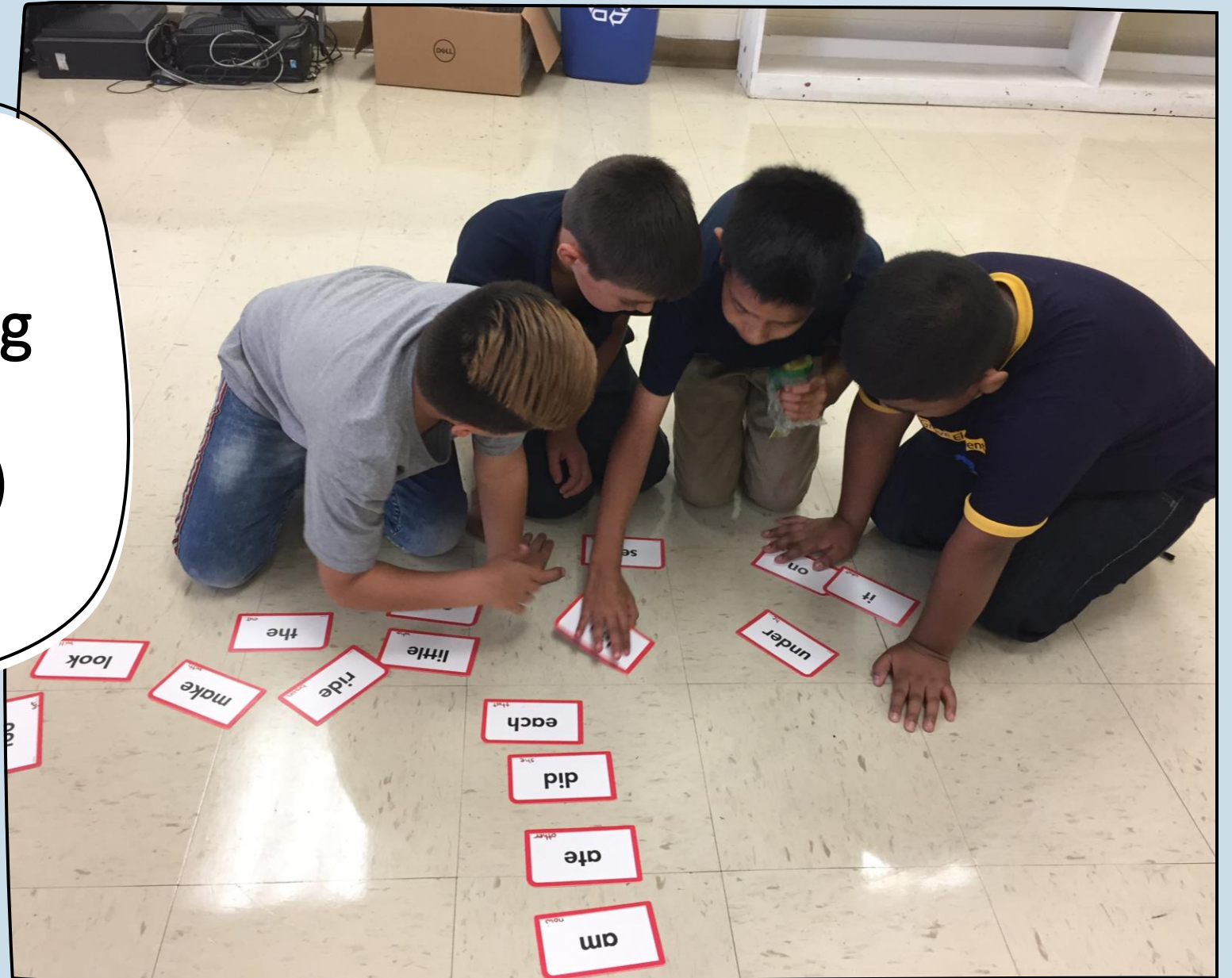
| CAMPUS | Dyslexia Lab | Dys-graphia | Dyslexia Acm. | Sp. Ed. Dys. Lab | Dyslexia Total | Mental Impair. | Physical Impair. | Health-Related | \$504 Students | Dyslexia/\$504 Total |
|--------------|--------------|-------------|---------------|------------------|----------------|----------------|------------------|----------------|----------------|----------------------|
| Aiken | 14 | 1 | | 6 | 21 | 13 | 1 | 2 | 16 | 37 |
| Benavides | 39 | 2 | 8 | 11 | 60 | 12 | 1 | 2 | 15 | 75 |
| Breeden | 29 | 1 | 7 | 29 | 66 | 3 | | 9 | 12 | 78 |
| Brite | 39 | | | 15 | 54 | 7 | 1 | 3 | 11 | 65 |
| Burns | 14 | 3 | | 10 | 27 | 6 | | 6 | 12 | 39 |
| Canales | 11 | | | | 11 | 14 | | 2 | 16 | 27 |
| Castañeda | 37 | | | 5 | 42 | 13 | 4 | 1 | 18 | 60 |
| Champion | 22 | 1 | | 7 | 30 | 7 | | 2 | 9 | 39 |
| Cromack | 3 | | | 11 | 14 | 9 | | | 9 | 23 |
| Del Castillo | 4 | | | 3 | 7 | 2 | | 1 | 3 | 10 |
| Egly | 19 | 3 | | 13 | 35 | 1 | | 7 | 8 | 43 |
| El Jardin | 3 | | | 5 | 8 | 13 | | 6 | 19 | 27 |
| Gallegos | 19 | | | 3 | 22 | 1 | | 1 | 2 | 24 |
| Garden Park | 6 | | | 10 | 16 | 9 | | 2 | 11 | 27 |
| Garza | 3 | | | 4 | 7 | 5 | | 1 | 6 | 13 |
| Gonzalez | 20 | | | 8 | 28 | 1 | | 9 | 10 | 38 |
| Hudson | 50 | 1 | 2 | 10 | 63 | 5 | | 2 | 7 | 70 |
| Keller | 30 | | 1 | 10 | 41 | 2 | | 6 | 8 | 49 |
| Martin | 9 | | 1 | 2 | 12 | 5 | | | 5 | 17 |
| Morningside | 7 | | 1 | 1 | 9 | 4 | 1 | 2 | 7 | 16 |
| Ortiz | 28 | | 3 | 10 | 41 | 5 | | 2 | 7 | 48 |
| Palm Grove | 4 | | | | 4 | 6 | | 1 | 7 | 11 |
| Paredes | 35 | 1 | 7 | 20 | 63 | 5 | | 6 | 11 | 74 |
| Peña | 12 | | | 5 | 17 | 6 | | 1 | 7 | 24 |
| Perez | 17 | | 4 | 9 | 30 | 2 | | 8 | 10 | 40 |
| Pullam | 46 | 1 | | 21 | 68 | 3 | | 6 | 9 | 77 |
| Putegnat | 5 | | | | 5 | 3 | | 1 | 4 | 9 |
| Russell | 6 | | | 4 | 10 | 5 | | 5 | 10 | 20 |
| Sharp | 13 | | | 2 | 15 | 7 | | 1 | 8 | 23 |
| Skinner | 10 | | | 2 | 12 | 8 | 2 | 1 | 11 | 23 |
| Southmost | 20 | 3 | | 9 | 32 | 10 | | | 10 | 42 |
| Vermillion | 15 | 1 | | 11 | 27 | 6 | | 2 | 8 | 35 |
| Villa Nueva | 10 | | | 5 | 15 | 1 | | 1 | 2 | 17 |
| Yturria | 31 | 1 | | 8 | 40 | 3 | | 1 | 4 | 44 |
| | 630 | 19 | 34 | 269 | 952 | 202 | 10 | 100 | 312 | 1264 |

| CAMPUS | Dyslexia Lab | Dys-graphia | Dyslexia Acm. | Sp. Ed. Lab | Dyslexia Total | Mental Imp. | Physical Imp. | Health-Related | \$504 Students | Dyslexia/\$504 Total |
|--------------|--------------|-------------|---------------|-------------|----------------|-------------|---------------|----------------|----------------|----------------------|
| Besteiro | 16 | | 19 | 10 | 45 | 22 | 1 | 9 | 32 | 77 |
| BLA (MS) - 4 | | | | | 0 | | | | 0 | 0 |
| Faulk | 68 | | 14 | 7 | 89 | 33 | 4 | 13 | 50 | 139 |
| Garcia | 56 | 1 | 41 | 25 | 123 | 28 | 2 | 11 | 41 | 164 |
| Lucio | 34 | | 17 | 5 | 56 | 33 | 2 | 9 | 44 | 100 |
| Manzano | 48 | 1 | 46 | 14 | 109 | 25 | | 5 | 30 | 139 |
| Oliveria | 33 | 3 | 38 | 18 | 92 | 20 | | 11 | 31 | 123 |
| Perkins | 30 | | 2 | 6 | 38 | 21 | | 4 | 25 | 63 |
| Stell | 33 | | 13 | 9 | 55 | 25 | | 16 | 41 | 96 |
| Stillman | 44 | | 70 | 10 | 124 | 22 | 2 | 17 | 41 | 165 |
| Vela | 6 | 2 | 50 | 12 | 70 | 24 | | 13 | 37 | 107 |
| | 368 | 7 | 310 | 116 | 801 | 253 | 11 | 108 | 372 | 1173 |

| CAMPUS | Dyslexia Lab | Dys-graphia | Dyslexia Acm. | Sp. Ed. Lab | Dyslexia Total | Mental Imp. | Physical Imp. | Health-Related | \$504 Students | Dyslexia/\$504 Total |
|---------------|--------------|-------------|---------------|-------------|----------------|-------------|---------------|----------------|----------------|----------------------|
| Hanna | | | 196 | | 196 | 60 | 3 | 50 | 113 | 309 |
| Lopez | 6 | | 108 | 1 | 115 | 80 | | 31 | 111 | 226 |
| Pace | 12 | | 133 | 6 | 151 | 68 | | 19 | 87 | 238 |
| Porter | 25 | | 112 | 3 | 140 | 25 | 1 | 21 | 47 | 187 |
| Rivera | 4 | | 179 | | 183 | 87 | 3 | 26 | 116 | 299 |
| Veterans | 1 | | 198 | 1 | 200 | 32 | 1 | 39 | 72 | 272 |
| BLA (HS) - 3 | | | | | 0 | | | | 0 | 0 |
| BAC - 4 | | | | | 0 | | | | 0 | 0 |
| Early College | 0 | | 18 | | 18 | 4 | | 2 | 6 | 24 |
| Lincoln Park | | | | | 0 | | | | 0 | 0 |
| | 48 | 0 | 944 | 11 | 1003 | 356 | 8 | 188 | 552 | 1555 |

Total Enrollment: 3992

Number of
Students Receiving
Response to
Intervention (RtI)
2,790



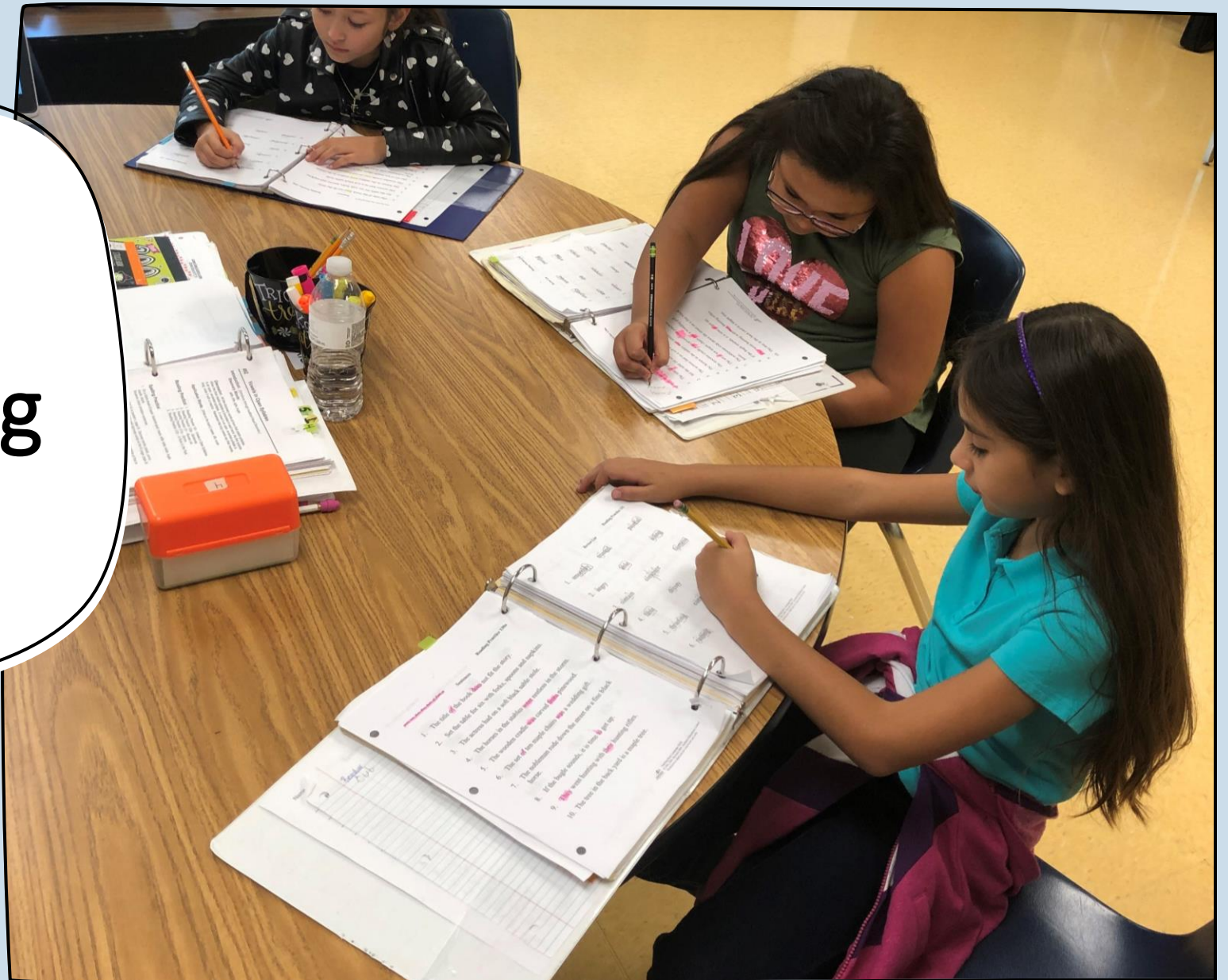
Rtl
(Tier 2/3)
Enrollment
Elementary
2,268

| Campus Name | Pre-K | | | Kinder | | | 1st Grade | | | 2nd Grade | | | 3rd Grade | | | 4th Grade | | | 5th Grade | | | Total Rtl |
|----------------|-----------|----------|-----------|-----------|----------|-----------|------------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|------------|------------|-----------|------------|--------------|
| | T2 | T3 | Total | T2 | T3 | Total | T2 | T3 | Total | T2 | T3 | Total | T2 | T3 | Total | T2 | T3 | Total | T2 | T3 | Total | |
| Aiken | 0 | 0 | 0 | 1 | 0 | 1 | 12 | 4 | 16 | 19 | 3 | 22 | 11 | 5 | 16 | 22 | 5 | 27 | 16 | 3 | 19 | 101 |
| Benavides | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 1 | 10 | 16 | 6 | 22 | 16 | 1 | 17 | 10 | 4 | 14 | 1 | 3 | 4 | 67 |
| Breeden | 4 | 0 | 4 | 3 | 0 | 3 | 6 | 1 | 7 | 6 | 8 | 14 | 4 | 5 | 9 | 1 | 2 | 3 | 2 | 1 | 3 | 43 |
| Brite | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 3 | 24 | 7 | 6 | 13 | 4 | 3 | 7 | 0 | 3 | 3 | 6 | 4 | 10 | 57 |
| Burns | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 1 | 32 | 19 | 2 | 21 | 6 | 7 | 13 | 5 | 2 | 7 | 4 | 1 | 5 | 78 |
| Canales | 0 | 0 | 0 | 2 | 0 | 2 | 8 | 1 | 9 | 31 | 0 | 31 | 20 | 6 | 26 | 17 | 1 | 18 | 6 | 0 | 6 | 92 |
| Castañeda | 2 | 0 | 2 | 2 | 0 | 2 | 17 | 3 | 20 | 8 | 1 | 9 | 6 | 2 | 8 | 3 | 2 | 5 | 10 | 0 | 10 | 56 |
| Champion | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 | 15 | 3 | 18 | 8 | 3 | 11 | 2 | 1 | 3 | 37 |
| Cromack | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 3 | 12 | 7 | 8 | 15 | 15 | 10 | 25 | 6 | 8 | 14 | 9 | 9 | 18 | 84 |
| Del Castillo | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 2 | 2 | 4 | 1 | 0 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 10 |
| Egly | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 0 | 16 | 12 | 0 | 12 | 4 | 3 | 7 | 3 | 0 | 3 | 1 | 1 | 2 | 40 |
| El Jardin | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 1 | 14 | 16 | 2 | 18 | 5 | 0 | 5 | 7 | 2 | 9 | 3 | 0 | 3 | 49 |
| Gallegos | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 1 | 17 | 8 | 2 | 10 | 4 | 2 | 6 | 5 | 5 | 10 | 0 | 3 | 3 | 46 |
| Garden Park | 0 | 0 | 0 | 4 | 0 | 4 | 11 | 0 | 11 | 11 | 8 | 19 | 2 | 14 | 16 | 6 | 4 | 10 | 6 | 2 | 8 | 68 |
| Garza | 0 | 0 | 0 | 2 | 0 | 2 | 3 | 2 | 5 | 0 | 3 | 3 | 0 | 5 | 5 | 8 | 1 | 9 | 3 | 3 | 6 | 30 |
| Gonzalez | 1 | 0 | 1 | 4 | 2 | 6 | 17 | 4 | 21 | 15 | 15 | 30 | 9 | 11 | 20 | 21 | 3 | 24 | 16 | 4 | 20 | 122 |
| Hudson | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 1 | 15 | 8 | 3 | 11 | 4 | 2 | 6 | 5 | 0 | 5 | 7 | 0 | 7 | 44 |
| Keller | 1 | 0 | 1 | 2 | 0 | 2 | 11 | 0 | 11 | 30 | 4 | 34 | 20 | 4 | 24 | 8 | 2 | 10 | 8 | 0 | 8 | 90 |
| Martin | 1 | 0 | 1 | 3 | 0 | 3 | 15 | 3 | 18 | 23 | 7 | 30 | 18 | 2 | 20 | 25 | 2 | 27 | 18 | 3 | 21 | 120 |
| Morningside | 5 | 0 | 5 | 1 | 0 | 1 | 9 | 0 | 9 | 10 | 1 | 11 | 2 | 0 | 2 | 6 | 2 | 8 | 6 | 1 | 7 | 43 |
| Ortiz | 1 | 0 | 1 | 3 | 0 | 3 | 16 | 3 | 19 | 5 | 3 | 8 | 8 | 0 | 8 | 3 | 1 | 4 | 9 | 0 | 9 | 52 |
| Palm Grove | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 6 | 4 | 10 | 7 | 3 | 10 | 4 | 1 | 5 | 7 | 0 | 7 | 35 |
| Paredes | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 4 | 30 | 34 | 8 | 10 | 18 | 5 | 2 | 7 | 0 | 1 | 0 | 60 |
| Peña | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 8 | 18 | 2 | 6 | 8 | 2 | 4 | 6 | 4 | 4 | 8 | 1 | 4 | 5 | 45 |
| Perez | 0 | 0 | 0 | 3 | 1 | 4 | 19 | 3 | 22 | 29 | 15 | 44 | 8 | 11 | 19 | 14 | 4 | 18 | 8 | 13 | 21 | 130 |
| Pullam | 0 | 0 | 0 | 2 | 0 | 2 | 20 | 1 | 21 | 42 | 4 | 46 | 13 | 3 | 16 | 2 | 5 | 7 | 6 | 0 | 6 | 98 |
| Putegnat | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 2 | 12 | 11 | 10 | 21 | 7 | 6 | 13 | 18 | 3 | 21 | 13 | 6 | 19 | 86 |
| Russell | 1 | 0 | 1 | 4 | 0 | 4 | 19 | 1 | 20 | 10 | 5 | 15 | 13 | 10 | 23 | 10 | 9 | 19 | 9 | 3 | 12 | 94 |
| Sharp | 0 | 0 | 0 | 1 | 0 | 1 | 18 | 5 | 23 | 9 | 4 | 13 | 8 | 3 | 11 | 8 | 1 | 9 | 9 | 0 | 9 | 66 |
| Skinner | 2 | 0 | 2 | 1 | 0 | 1 | 9 | 1 | 10 | 14 | 8 | 22 | 8 | 5 | 13 | 6 | 5 | 11 | 5 | 3 | 8 | 67 |
| Southmost | 0 | 0 | 0 | 2 | 0 | 2 | 1 | 2 | 3 | 5 | 3 | 8 | 3 | 3 | 6 | 3 | 0 | 3 | 1 | 0 | 1 | 23 |
| Vermillion | 0 | 0 | 0 | 3 | 0 | 3 | 18 | 10 | 28 | 14 | 9 | 23 | 9 | 6 | 15 | 7 | 4 | 11 | 3 | 8 | 11 | 91 |
| Villa Nueva | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 13 | 19 | 7 | 7 | 14 | 6 | 4 | 10 | 19 | 2 | 21 | 11 | 5 | 16 | 80 |
| Yturria | 0 | 0 | 0 | 1 | 0 | 1 | 3 | 1 | 4 | 14 | 9 | 23 | 10 | 12 | 22 | 9 | 0 | 9 | 5 | 0 | 5 | 64 |
| Totals: | 18 | 0 | 18 | 44 | 3 | 47 | 393 | 80 | 473 | 425 | 198 | 623 | 276 | 165 | 441 | 280 | 92 | 372 | 211 | 82 | 292 | 2268 |

Rtl (Tier 2/3) Enrollment – Secondary (522)

| Campus Name | 6th Grade | | | 7th Grade | | | 8th Grade | | | 9th Grade | | | 10th Grade | | | 11th Grade | | | 12th Grade | | | Total Rtl |
|--------------|-----------|----|-------|-----------|----|-------|-----------|----|-------|-----------|----|-------|------------|----|-------|------------|----|-------|------------|----|-------|--------------|
| | T2 | T3 | Total | T2 | T3 | Total | T2 | T3 | Total | T2 | T3 | Total | T2 | T3 | Total | T2 | T3 | Total | T2 | T3 | Total | |
| Besteiro | 26 | 12 | 38 | 7 | 1 | 8 | 0 | 1 | 1 | | | | | | | | | | | | | 47 |
| Faulk | 27 | 7 | 34 | 30 | 1 | 31 | 16 | 0 | 16 | | | | | | | | | | | | | 81 |
| Garcia | 8 | 7 | 15 | 5 | 0 | 5 | 3 | 0 | 3 | | | | | | | | | | | | | 23 |
| Lucio | 7 | 5 | 12 | 3 | 0 | 3 | 3 | 3 | 6 | | | | | | | | | | | | | 21 |
| Manzano | 25 | 1 | 26 | 2 | 0 | 2 | 1 | 0 | 1 | | | | | | | | | | | | | 29 |
| Oliveira | 12 | 4 | 16 | 18 | 0 | 18 | 10 | 2 | 12 | | | | | | | | | | | | | 46 |
| Perkins | 9 | 0 | 9 | 9 | 0 | 9 | 4 | 2 | 6 | | | | | | | | | | | | | 24 |
| Stell | 42 | 8 | 50 | 0 | 1 | 1 | 1 | 1 | 2 | | | | | | | | | | | | | 53 |
| Stillman | 22 | 10 | 32 | 27 | 6 | 33 | 14 | 6 | 20 | | | | | | | | | | | | | 85 |
| Vela | 15 | 1 | 16 | 3 | 0 | 3 | 2 | 1 | 3 | | | | | | | | | | | | | 22 |
| Hanna | | | | | | | | | | 5 | 0 | 5 | 3 | 1 | 4 | 3 | 0 | 3 | 1 | 0 | 1 | 13 |
| Lopez | | | | | | | | | | 4 | 0 | 4 | 3 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 4 | 11 |
| Pace | | | | | | | | | | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| Porter | | | | | | | | | | 27 | 0 | 27 | 9 | 0 | 9 | 3 | 0 | 3 | 2 | 0 | 2 | 41 |
| Rivera | | | | | | | | | | 2 | 0 | 2 | 5 | 1 | 6 | 2 | 0 | 2 | 2 | 0 | 2 | 12 |
| Veterans | | | | | | | | | | 8 | 2 | 10 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| BECHS | | | | | | | | | | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Lincoln Park | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals: | 193 | 55 | 248 | 104 | 9 | 113 | 54 | 16 | 70 | 48 | 3 | 51 | 21 | 2 | 23 | 8 | 0 | 8 | 9 | 0 | 9 | 522 |

Number of Dyslexia Exiting Lab



Dyslexia Lab Exit Criteria

| DETERMINATION OF DYSLEXIA THERAPY SERVICES EXIT CRITERIA: | | |
|--|------------------------------|---|
| 1. Student has met standards on the STAAR/EOC Reading test for at least two years and Writing test; <u>AND</u> | <input type="checkbox"/> YES | <input type="checkbox"/> No |
| 2. Student is reading at grade level as measured by a Reading Inventory Measure from the District's dyslexia therapy services and classroom administered fluency checks; <u>AND</u> | <input type="checkbox"/> YES | <input type="checkbox"/> No |
| 3. The student has completed/mastered all the objectives in the District's dyslexia therapy services; <u>AND</u> | <input type="checkbox"/> YES | <input type="checkbox"/> No |
| 4. Student's reading teacher indicates student's grades and performance in the regular reading program demonstrate that there is no longer an educational need for placement through the dyslexia therapy services; | <input type="checkbox"/> YES | <input type="checkbox"/> No |
| 5. Student demonstrates minimal to no measureable progress in the District's dyslexia therapy services and/or an inability to grasp the concepts taught in the program after consistent implementation <u>and</u> is demonstrating regression. This lack of progress must be documented in either the student's §504 committee minutes or ARD minutes. Student must be referred for further evaluation*. | <input type="checkbox"/> YES | <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 6. Factors such as behavior and/or absenteeism prevent the student from benefiting from the District's dyslexia therapy services. This lack of benefit must be documented in either the student's §504 committee minutes or ARD minutes along with documentation indicating District remediation*. | <input type="checkbox"/> YES | <input type="checkbox"/> No <input type="checkbox"/> N/A |

*This must be supported by documentation of parent conferences as well as progress reports on the impact of the program's interventions on student learning.

Dyslexia LAB Exiting Students 309

| Campus | School Year 2021-2022 | School Year 2022-2023 |
|---------------|--------------------------|--------------------------|
| Aiken | 1 | 0 |
| Benavides | 10 | 2 |
| Breeden | 2 | 9 |
| Brite | 1 | 0 |
| Burns | 1 | 0 |
| Canales | 0 | 0 |
| Castaneda | 0 | 8 |
| Champion | 0 | 0 |
| Cromack | 0 | 0 |
| Del Castillo | 0 | 0 |
| Egly | 1 | 0 |
| El Jardin | 0 | 0 |
| Gallegos | 5 | 0 |
| Garden Park | 2 | 0 |
| Garza | 2 | 0 |
| Gonzalez | 1 | 0 |
| Hudson | 4 | 1 |
| Keller | 6 | 0 |
| Martin | 1 | 1 |
| Morningside | 0 | 1 |
| Ortiz | 2 | 2 |
| Palm Grove | 2 | 0 |
| Paredes | 5 | 1 |
| Pena | 0 | 0 |
| Perez | 0 | 4 |
| Pullam | 1 | 0 |
| Putegnat | 0 | 0 |
| Russell | 1 | 0 |
| Sharp | 2 | 0 |
| Skinner | 0 | 0 |
| Southmost | 0 | 0 |
| Vermillion | 0 | 0 |
| Villa Nueva | 0 | 1 |
| Yturria | 3 | 0 |
| Total: | 37 | 30 |

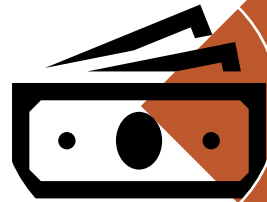
| Campus | School Year 2021-2022 | School Year 2022-2023 |
|---------------|--------------------------|--------------------------|
| Besteiro | 10 | 2 |
| Faulk | 15 | 1 |
| Garcia | 25 | 0 |
| Lucio | 16 | 2 |
| Manzano | 10 | 1 |
| Oliveira | 4 | 10 |
| Perkins | 4 | 0 |
| Stell | 9 | 0 |
| Stillman | 28 | 12 |
| Vela | 9 | 6 |
| Total: | 130 | 34 |

| | | |
|---------------|-----------|-----------|
| Hanna | 5 | 11 |
| Lopez | 3 | 3 |
| Pace | 5 | 1 |
| Porter | 4 | 10 |
| Rivera | 9 | 15 |
| Veterans | 2 | 6 |
| BECHS | 1 | 3 |
| Total: | 29 | 49 |

| | 2021-2022 | 2022-2023 |
|------------------------|------------|------------|
| District Total: | 196 | 113 |

TEA Dyslexia Grant Program

House Bill 1525, established a grant program providing training in dyslexia for teachers and staff. The grant program aims to increase local capacity to appropriately serve students with dyslexia and related disorders by providing:



Option A: High-quality training to classroom teachers and administrators in meeting the needs of students with dyslexia and/or



Option B: Training to intervention staff resulting in appropriate credentialing related to dyslexia.

**Always Ready to Engage,
Willing to Empower, and
Able to Excel.**

TEA Dyslexia Grant Program Initiatives

Option A: High-quality training to classroom teachers and administrators.

- Language Enrichment Training (K-3)
- Language Enrichment for Older Students (6-12)
- Unexpected Underachievement (K-5 ELAR, SE, Admin.)
- Professional Learning and Coaching (6-12 ELAR, SE, Admin.)
- Special Education Dyslexia Instruction Trainings

Option B: Training to intervention staff resulting in appropriate credentialing related to dyslexia.

- Dyslexia Preparation Program
- Dyslexia Teachers-Certified Academic Language Practitioners
- Educational Diagnostician Certification Program
- Dysgraphia Training for 504/Dyslexia Services
- Neuhaus Academy for Secondary Dyslexia Teachers

Opportunity for Diagnostician Certification

In collaboration with Region 10's Certification (CERT) Program for Educational Diagnosticians, BISD employees will have the opportunity to apply for the Certification for Diagnosticians Online Cohort. A district committee will select 10 candidates to participate in the online certification program. BISD employees must meet the qualification criteria to be considered for the selection process.



AN EARLY COLLEGE DISTRICT

BROWNSVILLE

INDEPENDENT SCHOOL DISTRICT



Certification for Diagnosticians Online Cohort

with



Region 10 ESC
Experience the Power of 10!

DYSLEXIA DEPARTMENT GRANT 2022



Dyslexia-504-RtI Training

| Topic | Audience | # of Participants |
|---|---|-------------------|
| Section 504/Dyslexia/RtI | Campus Administrators | 83 |
| Dyslexia Has Character | Dyslexia Teachers | 38 |
| Dyslexia Overview & Updates 2022 | Dyslexia Teachers | 75 |
| Reading Readiness On Demand | New Dyslexia Teachers | 4 |
| Book 1A | 2 nd Year Dyslexia Teachers | 5 |
| Book 1B | 2 nd Year Dyslexia Teachers | 5 |
| Basic Language Advanced- 9 Day Training | 2 nd Year Dyslexia Teachers | 5 |
| Basic Language Skills- 9 Day Training | 1 st Year Dyslexia Teachers | 4 |
| SuccessEd Training | New Users | 18 |
| Language Enrichment - 5 Day Training | Special Education Teachers Cohort 1 | 20 |
| Reading Readiness Online Training | Special Education Teachers Cohort 1 | 20 |
| Esperanza Online Training Day 1 | Dyslexia & Special Education Teachers | 65 |
| Esperanza Online Training Day 1 | Dyslexia & Special Education Teachers | 62 |
| Learning Without Tears | Dyslexia Teachers | 51 |
| Unexpected Underachievement | Elementary General Ed/Sped Teachers & Campus Administrators | 415 |
| HMH Live Online 6 Hour Course Modules | Secondary General Ed/Sped Teachers & Campus Administrators | 140 |

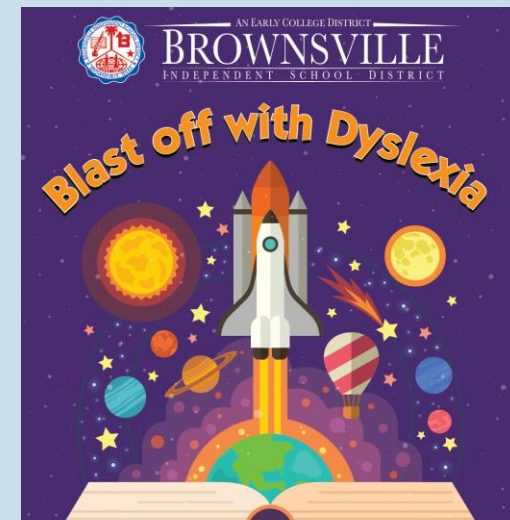
EVENTS

Special Education Upcoming Events

- Walk & Roll- October 15, 2022
- Buddy Fun Meet - October 26, 2022
- Special Olympics Bowling Meet- November 16, 2022
- Kids at the Movie- December 13, 2022

504 Upcoming Events

- Dyslexia Awareness Conference- October 15, 2022



Next Steps

18+

Move all 18+ students to Lincoln Park in order to provide them with the opportunity to acquire life skills and transitional skills.

Zariah's Law (Coach Leal)



Questions

**Always Ready to Engage,
Willing to Empower, and
Able to Excel.**