HOUSTON INDEPENDENT SCHOOL DISTRICT

Office of Special Populations:
3 – Year Strategic Plan

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INTERIM SUPERINTENDENT

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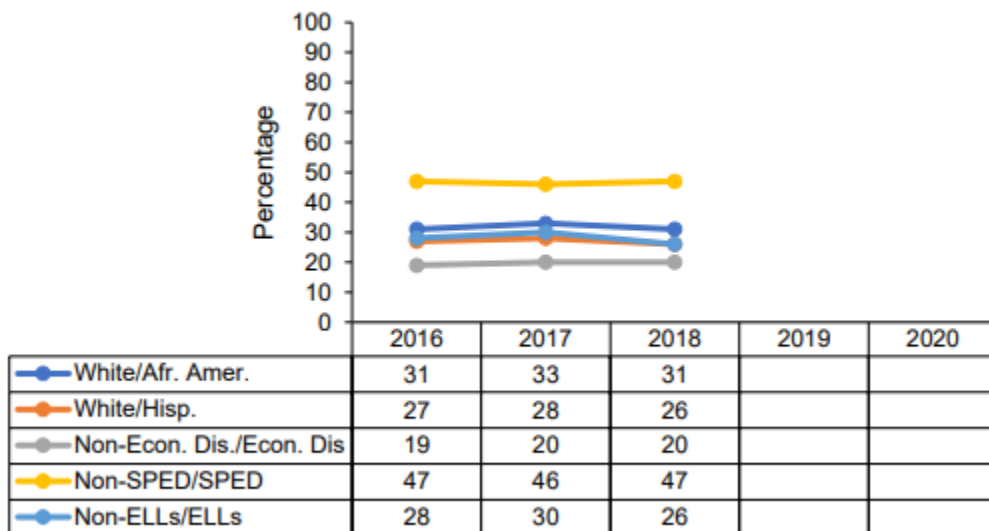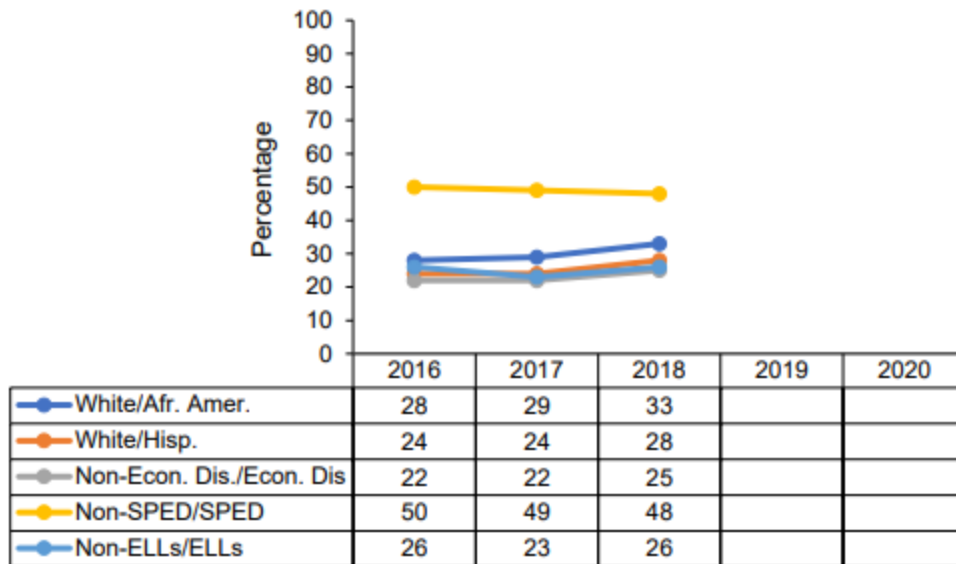Office of Special Education Services

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EXECUTIVE SUMMARY

The Office of Special Populations has been developed to ensure strong instructional, compliance and behavioral support systems for students requiring specialized instructional delivery and support. The Office of Special Populations supports students with disabilities, English Learners, Dyslexic students, students in need of systematic interventions, and Gifted and Talented students. A review of trend data of students with disabilities, English Learners and students in need of tiered Interventions suggest that while progress has been made to close the achievement gaps, there is still sufficient work to be done to focus efforts and resources in a way that maximizes educational outcomes for all student groups. The following charts are included to highlight performance gaps between subgroups. This plan will specifically address the performance gaps between Non - Special Education students and Special Education students.

STAAR Reading Percentage Point Gap

	2016	2017	2018	2019	2020
White/Afr. Amer.	31	33	31		
White/Hisp.	27	28	26		
Non-Econ. Dis./Econ. Dis	19	20	20		
Non-SPED/SPED	47	46	47		
Non-ELLs/ELLs	28	30	26		

STAAR Writing Percentage Point Gap

	2016	2017	2018	2019	2020
White/Afr. Amer.	28	29	33		
White/Hisp.	24	24	28		
Non-Econ. Dis./Econ. Dis	22	22	25		
Non-SPED/SPED	50	49	48		
Non-ELLs/ELLs	26	23	26		

STAAR Math Percentage Point Gap

	2016	2017	2018	2019	2020
White/Afr. Amer.	31	27	24		
White/Hisp.	19	17	14		
Non-Econ. Dis./Econ. Dis	16	13	12		
Non-SPED/SPED	45	44	43		
Non-ELLs/ELLs	14	14	11		
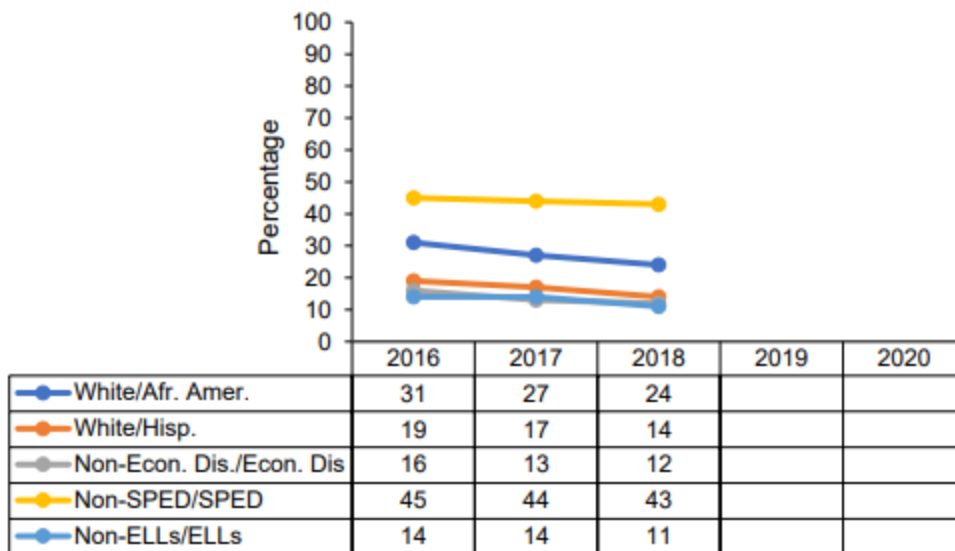
As evident by the data tables, there is a need for systematic structures of support to improve academic outcomes for English Leaners, students with disabilities as well as other student groups. The most significant achievement gaps exist between special education and general education students. As such, in 2017, the HISD Board began tracking the achievement gap between students receiving special education services and students not receiving special education services. The graphs above, from HISD Board's August 2018 Constraint Monitoring Report, show that while there has

been some progress in closing this gap in math and writing, large achievement gaps of over 40 percentage points remain between students receiving special education services and students not receiving special education services. While this gap is similar to the statewide and national achievement gaps, the committee believes that it is possible to significantly close this gap for students with disabilities with high quality instruction and intervention through collaboration of general and special education. The Special Education Ad-Hoc Committee was created by the Houston ISD Board of Education in February 2017 for the purpose of assessing HISD's current special education program, reviewing the findings of the Houston Chronicle's investigative series on special education as they concern HISD, identifying strengths and areas for improvement for HISD with regards to special education, and improving two-way communication between HISD and other stakeholders. The committee included HISD trustees, special education specialists, parents, teachers, and principals, as well as special education experts and parent advocates external to the district. The committee provided input into the scope of the Houston Special Education Program Review conducted by American Institutes for Research (hereafter "AIR Report").

The Houston Independent School District (HISD) contracted with American Institutes for Research (AIR) to conduct a third-party, independent "Special Education Program Review." AIR conducted this review over a 10-month period between May 2017 and February 2018. Although researchers recognized that HISD has taken on specific activities and efforts that will enable us to improve outcomes for students with disabilities, they offered five major recommendations geared toward addressing the findings outlined in the AIR report to strengthen our efforts for improving outcomes for struggling students and students with disabilities in HISD. The AIR recommendations below are noted in the goals and action steps in this Strategic Plan and referenced in the monitoring section with progress measures in the Performance Measures Rubric section.

AIR RECOMMENDATIONS

1. All schools should provide proactive, preventative services for struggling students through implementation of a schoolwide, tiered system of support. [GOAL 1, pages 16-18]

2. Simplify and clarify special education procedures for referral, identification, and eligibility determination to ensure meaningful family engagement and data-driven decision making about how to meet the needs of students with disabilities. [GOAL 2, pages 19-20]

3. Ensure students with disabilities have access to high-quality core instruction and specialized instruction and interventions, in accordance with state and federal laws. [GOAL 3, pages 21-23]

4. Develop a comprehensive professional learning framework for ensuring sustained improvement in educator effectiveness to support students with disabilities. [GOAL 4, pages 23-25]

5. Appropriately empower the special education district office to have greater oversight of the special education budget, staff, placement, and resources to ensure efficient and equitable distribution of special education services. [GOAL 5, pages 26-28]

The Special Education Ad-Hoc Committee reviewed the AIR Report and provided additional feedback and recommendations regarding the development of a strategic plan to address findings. The Office of Special Populations Strategic Plan was developed in response to recommendations provided by AIR as well as the Special Education Ad-hoc Committee with the primary purpose being to provide a clear, structured path for improving outcomes for all students to include students with disabilities. This Strategic plan will include an overview of the Houston Independent School District board goals, an overview of the Office of Special Populations, an overview of the Interventions Office, and finally a 3-Year Strategic Plan for the Office of Special Education Services.

An overview of the Office of Special Populations is included to ensure organizational clarity and oversite of the Office of Special Education Services. The AIR recommendations include a strong emphasis on Interventions and systems for providing tiered instruction to all students. The Interventions Office overview will describe the role of the Interventions Office in providing this district wide structure for these practices. The current Interventions Office structure and implementation can be found on page 11. Implementation plans for Years 2 and 3 for the Interventions Office can be found on pages 15 and 16. Goals for the Interventions Office are embedded in the goals listed in the strategic plan for special education. The 3-Year Strategic Plan for the Office of Special Education Services includes goals, action steps, persons responsible, and metrics for evaluation of goals. This strategic plan will produce added momentum and continue stakeholder urgency around dramatically improving student's achievement for all students in Houston ISD schools.

2017-2018 HISD BOARD GOALS

Goal 1

The percentage of students reading and writing at or above grade level for grade 3 through English II will increase by 3 percentage points annually between spring 2017 and spring 2020.

Goal Progress Measure 1.1:

Baseline reading data collected in September on the districtwide screener for students in grades K–12 will show improvement in the percentage of students reading on grade level at the middle and end-of-year testing windows by a minimum of 1.5 percentage points each.

Goal Progress Measure 1.2:

Data will be collected from students in grades 4 and 7 in September, December, and February from student portfolios of writing samples based on a district rubric; the percentage of students receiving a passing score will increase proportionally to 90% in February from the September baseline.

Goal 2

The percentage of graduates meeting the Global Graduate standards will increase 3 percentage points annually per year from the 2017 baseline up to 85% by 2022.

Goal Progress Measure 2.1:

The number and percentage of students completing (earning a 70 or better) a career and technical education (CTE) course who are coded as a student taking a coherent sequence (CTE2 or CTE3) will be reported for each semester and will show improvement from the prior year's comparable semester and from fall to spring semesters.

Goal Progress Measure 2.2:

The number and percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course will be reported for each semester and will show improvement from the prior year's comparable semester and from fall to spring semesters.

Goal Progress Measure 2.3:

The number and percentage of students completing (earning a 70 or better) a dual-credit course will be reported for each semester and will show improvement from the prior year's comparable semester and from fall to spring semesters.

Goal 3

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase 3 percentage points annually in reading and in math between spring 2017 and spring 2020.

Goal Progress Measure 3.1:

Monthly progress monitoring of students in grades K–12 identified as being below grade level in reading and/or math on the district's screener will demonstrate a minimum of one month's growth each month through the End of Year (EOY) test.

MISSION

It is the mission of the Office of Special Populations to provide quality programs and services to diverse groups of students that promote equity, success, and contribute to preparing students who are members of special populations for college and or careers.



Special Populations Student Groups:

- Gifted and Talented
- Students with Dyslexia
- Students with Disabilities
- Students with Limited English Proficiency
- Bilingual Students
- Students receiving intervention support through the Intervention Assistance Teams (IAT)
- Students accessing Virtual School and Credit Recovery options

HISD | Interventions Office
EVERYONE SUCCESSFUL EVERYDAY

MISSION

The mission of The Interventions Office is to provide high quality academic support services and remediation that enhance the academic success of all Houston ISD students. We are committed to empowering students to succeed, reach their full academic potential and become lifelong learners.

DEPARTMENTAL STRUCTURE

The Interventions Office is comprised of two district level layers and a campus level; thus, procedures are established that assign responsibilities for various functions. The dyslexia team provides specialized instructional support to students who have been identified as dyslexic. Dyslexia manifests in difficulties with phonemic awareness, decoding, reading fluency and/or spelling.
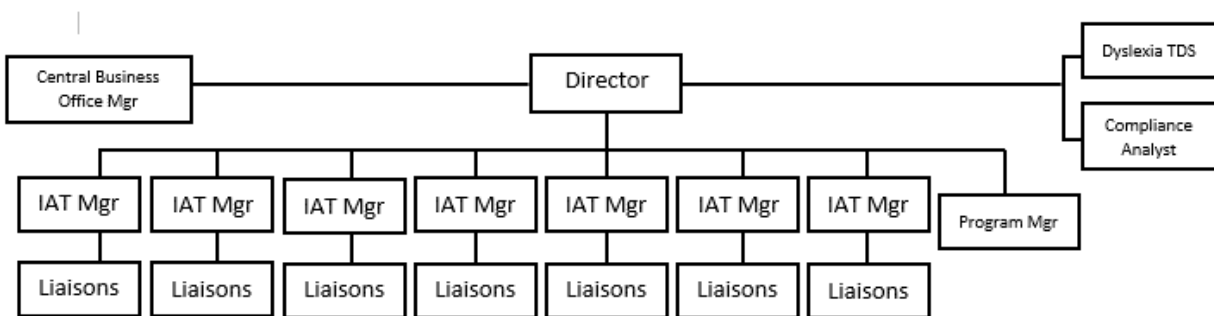
CURRENT IMPLEMENTATION

The Interventions Office works closely with the Student Support Services Office in a model of schooling that uses data-based problem-solving to:

- integrate academic and behavioral instruction and intervention
- deliver instruction and support to students in varying intensities (multiple tiers)
- develop quality and effective intervention plans based on student needs

This need-driven decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency.

The Interventions Office provides coordination for campus- based programs designed to meet the needs of students who qualify for specialized instructional and behavioral interventions. Instructional Interventions are provided to students through the District's Response to Intervention (RtI) process. The purpose of RtI is to ensure that each student will benefit from instruction at the appropriate level of intensity to promote academic success.

The Interventions Assistance Team (IAT) on each campus monitors student progress and recommends instructional interventions for students as needed. The Interventions Office is comprised of IAT Managers and Liaisons.

IAT Managers provide onsite support to campuses no less than once per six weeks to review RtI data to include: progress monitoring, IAT meeting minutes, and student data by subpopulation. IAT Managers are supported and managed by the Office of Interventions.

Campus-based IAT Liaisons ensure members of the IAT meet regularly to discuss individual student needs and maintain organized records of interventions and data tracking. IAT Liaisons are provided with a yearly stipend.

The Office of Interventions provides a continuum of services to support teachers and campus administrators, to effectively and proactively address the needs of struggling students, as follows:

Instructional Support

- Guidance to campuses around the selection of research-based intervention programs for students performing 2-4 grade levels below
- Training guides for school leaders and teachers to support the implementation of the Renaissance universal screener
- Instructional coaching around the use of district-wide electronic intervention platforms
- Training for teachers and school leaders around Renaissance progress monitoring, goal setting, and instructional planning
- Guidance and tools for determining the use of designated supports and the types of designated supports used to assist students with documented evidence of reading and/or math deficiencies

Campus-based Coaching

- Complete or perform data digs with campuses to help leaders address alignment of instruction to student needs
- Modify master schedules to include interventions embedded within the regular day
- Develop master schedules for interventions and provided Renaissance data for campuses to use while restructuring interventions
- Engage in data digs to strategically target Tier 2 and 3 students for interventions
- Identify research-based resources for intervention classes and provided guidance for campuses regarding designing a criterion for IAT referrals
- Assist leaders in developing an action plan for fully implementing campus' Intervention Assistance Team (IAT)
- Ensure leaders had a clear understanding of district's IAT policies and procedures

- Develop specific strategies to manage interventions and observed intervention blocks and provide feedback and engage in ongoing refinement of the IAT procedures and protocols to foster functioning and interface with team members

Master Schedule Guidance/Structured Instructional Time

Develop:
- Description and number of interventions on master (HS or MS) or weekly (ES) schedule by type
- Description of space, time, technology, and personalized learning approaches to student learning
- Description of extent of adherence to campus-wide literacy plan (block schedule, SRW and reading intervention, and enrichment)

This continuum of service was exemplified in the 2017-2018 school year as elementary and secondary campuses received the following trainings:

- Leading Systematic & Quality Interventions:
    - Review of the RtI process and IAT roles
    - Engage in conversations related to implementation of Tier II and III interventions
    - Examine progress monitoring tools and applicable resources
- Renaissance Follow-up Training:
    - Engage in conversations related to progress monitoring
    - Goal setting for students
    - Reflect on instructional implications and applicable resources
- Scheduling Interventions:
    - Review intervention schedules and classroom rotations for small group
    - Reflect on scheduling implications
    - Engage in conversations related to intervention time and school personnel
- Administrator Training for RtI and IAT:
    - Differentiate between RtI and IAT
    - Review RtI best practices
    - Clarify the roles and responsibilities of the campus IAT
- Making Interventions Work for You:
    - Explore district-wide structures to support interventions
    - Practice RtI problem-solving
    - Review IAT documentation forms
- Data Digs
    - Review data reports from multiple assessment platforms
    - Utilize data to create IAT systems and structure
    - Create data decision action plans to improve or maintain systems for students' growth

Collaborative central office strategies for school improvement

- Principal / SSO RtI Implementation Guide
- RtI Cheat Sheet and RtI Framework
- IAT reflection guide and action plan
- Superintendent Schools Checklist

Additionally, professional development was provided via district-wide offerings to include an introduction to IAT, utilizing the universal screener, and understanding the relevance for intervention scheduling and progress monitoring as follows:

DATE	TRAININGS / LOCATION	SUPPORT DESCRIPTION
31-Jul	IAT Training East Field Office	Training for all District Liaisons for Train the Trainer
1-Aug	IAT Training HMW (Board Room)	Training for all District Liaisons for Train the Trainer
2-Aug	IAT Training Waltrip HS	Training for all District Liaisons for Train the Trainer
7-Aug	IAT Training Kennedy ES	Training for all District Liaisons for Train the Trainer
8-Aug	IAT Training Waltrip HS	Training for all District Liaisons for Train the Trainer
9-Oct	Training for campus administration Kingdom Builders	Follow up IAT trainings and guidance for Renaissance, progress monitoring, and scheduling
12-Oct	Training for campus administration Kingdom Builders	Follow up IAT trainings and guidance for Renaissance, progress monitoring, and scheduling
18-Oct	Training for campus administration Kingdom Builders	Follow up IAT trainings and guidance for Renaissance, progress monitoring, and scheduling
19-Oct	Training for campus administration Kingdom Builders	Follow up IAT trainings and guidance for Renaissance, progress monitoring, and scheduling
20-Oct	Training for campus administration Kingdom Builders	Follow up IAT trainings and guidance for Renaissance, progress monitoring, and scheduling
7-Dec	Training for campus second tier administrators Deady MS	Follow up trainings for the IAT and Renaissance process
13-Dec	Training for campus second tier administrators Deady MS	Follow up trainings for the IAT and Renaissance process

The Office of Interventions created several virtual learning options to assist students in grades 7 - 12 succeed with online courses as well as credit recovery. These programs are monitored by the Houston ISD Virtual School Department, which was established in April 2000, and currently serves two essential functions in the district:

- Providing high quality online instructional courses to students within HISD and across the globe

- Assisting in the coordination, implementation, and oversight of online programs throughout the district such as: Graduation Labs, Texas Virtual School Network (TxVSN), Virtual School Tuition Program, Adult Online Courses for High School Completion, and Texas Connections Academy @ Houston ISD

YEAR TWO/THREE IMPLEMENTATION

Changes to the Interventions Office Departmental Structure:

A. **Additional Support Staff**
   1. Reading and Math Intervention TDS's will work alongside IAT Managers to support interventions on campuses by providing individualized feedback, coaching and professional development to improve performance and increase student achievement in math and reading.
   2. The Dyslexia Manager will provide direct oversite to Dyslexia Team Leads, ensure strong partnership with training agencies, monitor compliance and implementation of services to students with Dyslexia.
   3. Dyslexia Team Leads will provide supervision to dyslexia interventionists, ensure that progress monitoring, and instructional plans are properly developed and implemented for students with Dyslexia.
   4. Dyslexia Interventionists will service Dyslexic students daily and ensure that progress monitoring data as well as other relevant data is collected and used to adjust interventions as needed.

The Interventions Office team will continue to provide coordination for campus-based programs designed to meet the needs of students who qualify for specialized instructional and behavioral

interventions. Instructional Interventions are provided to students through the District's Response to Intervention (RtI) process.

B. Professional Development

Year Two Liaison Training:

IAT Managers and Teacher Development Specialists will provide specific trainings for Liaisons and campus Formative Assessment Coordinator.

RtI Handbook:

The Interventions Office will provide indepth training for liaisons to establish consistency and continuety across all campsues. The goal is to ensure all are in alignment with district and state guideline around policies and procedures that govern the RtI Process.

Hanbook for Grad Lab/Credit Recovery:

The handbook was developed in collboration with graduation caoches, student support servies, and other stakeholders. Principals and Grad Lab coaches will be trained simulteaneously to a ensure more streamlined district protocols for grade reporting, apporved use of courses, and mornitor student progress toward course completion.

Appraisal Tool for Graduation Lab Coaches:

The Interventions Office partnered with leadership to develop an appraial tool for Grad Lab coaches.

Partnering with Neuhaus Education Center:

Dyslexia Team Leads and Interventionists will participate in the Specialist Preparation Neuhaus Tier III Program. This will program will provide extensive coursework and supervised practica leading to certification for Team Leads and Interventionists working with individuals with dyslexia across the district.

MISSION

The Mission of the Office of Special Education Services (OSES) is to provide support and guidance to parents, teachers, campus leaders, and other stakeholders that directly improves student outcomes while removing barriers and raising expectations for students with disabilities.

VISION

The vision of the Office of Special Education Services is for student with disabilities to receive an exceptional education that will allow them to achieve their highest educational level and reach their greatest potential as caring, responsible, and independent citizens.

OSES SERVICES FRAMEWORK

The Office of Special Education Services Framework is a fluid framework that guides the services we provide to parents, teachers, campus leaders, and other stakeholders. This framework illustrates the collaboration needed to make every student a successful learner.
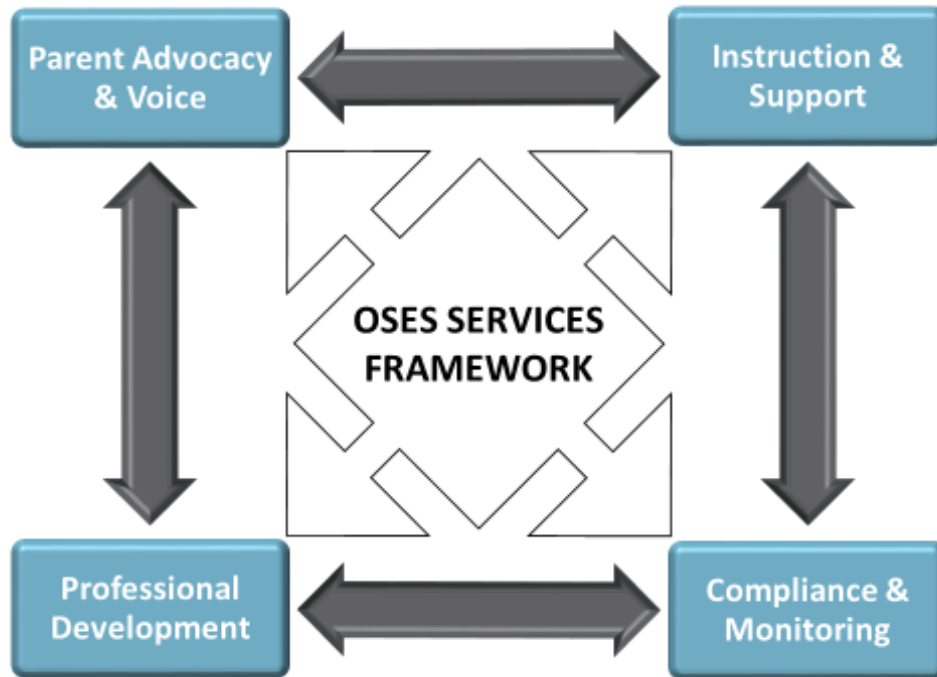
Parent Advocacy & Voice: Parents are every student's first teacher. Through our partnership with parents, we will work to provide a voice to inform our work in the best interest of every student.

Instruction & Support: Instruction, interventions, and support will be inclusive of all learners to increase outcomes for students who are performing below grade level and students with disabilities.

Compliance & Monitoring: Compliance and monitoring will be the foundation for supporting students from prevention and early identification through the development of high quality IEPs designed to drive increased outcomes.

Professional Development: Professional development will be prescriptive and targeted to include parents, teachers, campus leaders, OSES teams, and other stakeholders to increase our effectiveness in the development and delivery of instructional, behavioral, and social/emotional supports.

OSES INSTRUCTIONAL FRAMEWORK

The Office of Special Education Services Instructional Framework illustrates the collaboration between all stakeholders in the delivery of high quality instruction that produces increased outcomes for students who are performing below grade level and students with disabilities.
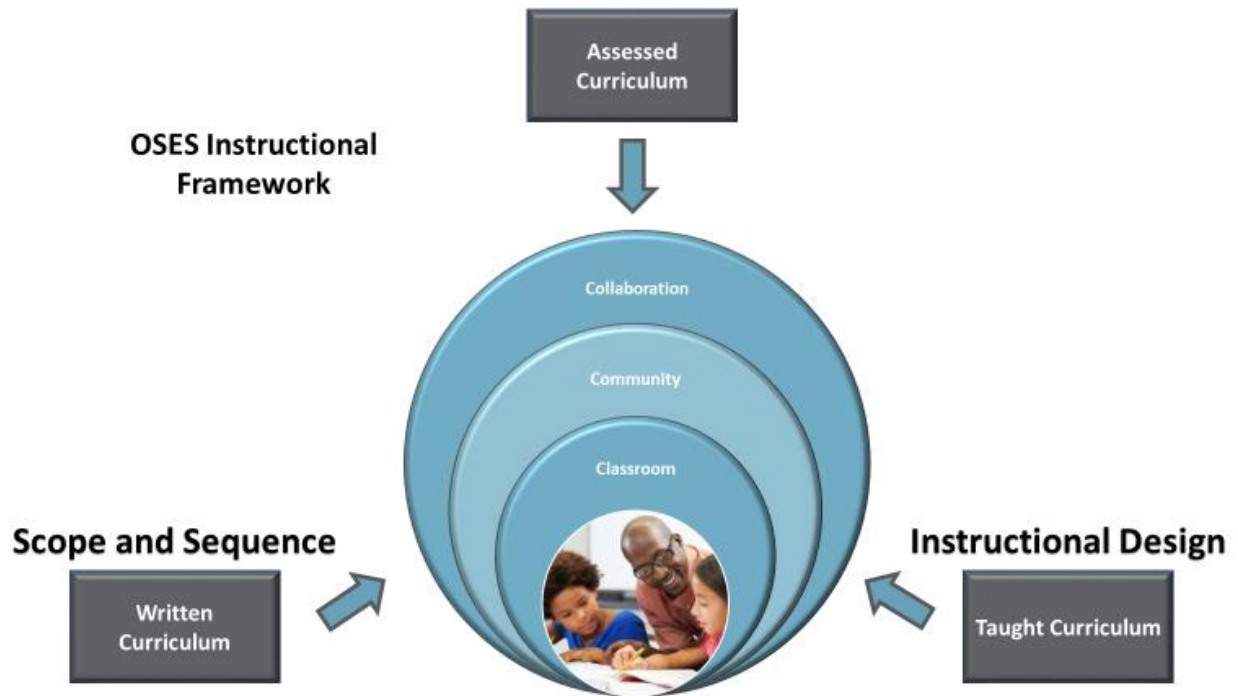
THEORY OF CHANGE

Students performing below grade level and students will disabilities with well-informed parents who receive targeted instruction utilizing evidence-based curriculum by a highly trained teacher will show improvements in academic, emotional and behavioral development.

THEORY OF ACTION & GOALS

The following key activities will be designed, implemented, monitored for progress, and adjusted as needed based on data:

- To ensure that all schools provide proactive, preventive Tier 2 and Tier 3 instruction for students through RTI Implementation.
- To ensure that all stakeholders, to include: parents, campus based IAT personnel, and special education staff work collaboratively to identify, evaluate and develop IEP's for students with disabilities that are designed to adequately address their needs
- To ensure that parents, teachers, campus leaders and other stakeholders are informed partners regarding students with disabilities so that they receive high quality core, specialized instruction and interventions, in accordance with state and federal laws.
- To implement clear systems of monitoring and evaluating special education services, both at the campus and central office levels, that informs the continuous improvement of academic, behavioral and social/emotional outcomes for students with disabilities.
- To deliver continual differentiated professional development for parents, teachers, campus leaders and other stakeholders designed to increase their effectiveness in providing support for students with disabilities. As a result, students with disabilities will receive the services and specialized instruction and supports to ensure attainment of the goals in the Individual Education Program (IEP).

Summary of Goals:

Goal 1. Ensure that all schools provide proactive, preventive instruction for struggling students through RtI implementation.

Goal 2. Ensure that all stakeholders, including parents, campus-based IAT personnel, and special education staff, work collaboratively to identify students with disabilities in an accurate, timely, and efficient manner.

Goal 3. Ensure that students with disabilities receive high-quality core instruction, specialized instruction, and intervention, in accordance with state and federal laws

Goal 4. Deliver ongoing, differentiated professional development for parents, teachers, campus leaders and other stakeholders designed to increase their effectiveness in providing support for students with disabilities.

Goal 5. Implement clear systems of monitoring and evaluating special education services, both at the campus and central office levels, that inform the continuous improvement of academic, behavioral, and social/emotional outcomes for students with disabilities.

Goal 1. Ensure that all schools provide proactive, preventive instruction for struggling students through RTI implementation.	AIR Rec.	HISD Board Goals Impacted	Progress Measures
Goal Indicators of Success • *Increased implementation fidelity of the essential components of a tiered system of support* • *Increases in the percentage of students scoring at or above screening benchmark targets across all subgroups (target goal = > 80%)* • *Decrease in the percentage of students identified as at risk on a valid and reliable benchmark screening in fall and winter (target goal Tier 2 = 15-20%)* • *Increase in the percentage of students with disabilities that meet grade level standards on STAAR*	Rec. 1	Goals 1-3	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 4A, 4B, 4C, 5, 6

Rationale. Effective implementation of the IAT process is a critical component of HISD's overall approach to ensuring that all students, including students with disabilities, receive effective instruction and intervention. This includes ensuring timely and appropriate identification of students who are at-risk for academic difficulty, as well as ensuring that these students receive appropriate evidence-based intervention at Tiers 2 and 3.

Objective 1.1. Provide supports and tools to assist schools in appropriately identifying students for Tier 2 and Tier 3 instruction

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status
1.1.1. Review campus assessments by special populations to address the following campus needs: Master Schedule, Personnel, and Support Services	Campus-based	Spring Summer	Master Schedule: Address identified student deficits /needs Personnel and Support Services: Provide PD that is aligned to meet student deficits	
1.1.2. Provide district-wide reading and math screeners to all campuses	Student Assessment Department	Fall Winter Spring	Renaissance Reading and Renaissance Math; BOY, MOY and EOY usage and outcomes reports Progress monitoring of Tier 2 and 3 students	
1.1.3. Develop plans and disseminate guidance for how school teams can utilize reading and math screeners, benchmarks, and other district-wide	Interventions Office Director IAT Managers Intervention TDS	Ongoing Campus-based Fall Spring	Published guidance document; Training on implementation of guidance document Task Cards	

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status
assessments to identify students by special populations for Tier 2 and 3.			Implementation plans with timelines (SMART Goals)	
1.1.4 Model how schools can systematically utilize reading and math screeners, benchmarks, and other district-wide assessments to identify students by special populations for Tier 2 and 3.	Campus-based IAT IAT Managers	Fall, Winter, and Spring (2018-2019)	IAT meeting records Visible data (i.e. spreadsheets and charts)	

Objective 1.2 Support schools in implementing a continuum of practices and preventive strategies for students identified through screening as at-risk

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status
1.2.1Provide campuses with RtI toolkit that clearly delineates strategies for intervening across all contents	IAT Director IAT Managers	Fall to Current	Finalized toolkit: Reading Math Behavior Centrally-funded instructional resources designed to close academic gaps	

Objective 1.3 Monitor RTI/IAT implementation

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status
1.3.1. Review campus plans for providing Tier 2 and Tier 3 support for students by special populations who have been identified through assessments	IAT Managers	Feedback on plans by February 15, 2019 October 15, 2019	Submitted draft plans; feedback; final plans Progress monitoring data of Growth/Progression	
1.3.2. Provide onsite support to campuses once per six weeks to review RTI data to include progress monitoring data, IAT minutes, and student data by special populations	IAT Managers SEL Dyslexia Leads OSES	Ongoing throughout school year	Documented notes from onsite visits, including recommendations provided to schools	

Goal 2. Ensure that all stakeholders, including parents, campus-based IAT personnel, and special education staff, work collaboratively to identify students with disabilities in an accurate, timely, and efficient manner.	AIR Rec.	HISD Board Goals Impacted	Progress Measures
Goal Indicators of Success • *Updated policy manual and associated implementation tools for referral, evaluation and identification procedures.* • *Decrease in percentage of students referred for special education eligibility determination who were not found eligible* • *Increase in percentage of parents reporting that the school effectively informed and engaged them in decisions about their child throughout the preferral, referral, and eligibility determination process*	Rec. 2	Goals 1-3	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 4A, 4B, 4B, 9, 11, 12, 13, 14A

Rationale. HISD must ensure that students with disabilities are identified in a timely and efficient manner. This requires a clearly documented and consistently implemented process for making and documenting referrals, conducting evaluations, and making eligibility determinations, in accordance with state and federal law. Parents must be informed and engaged as decision-making partners throughout the entire process.

Objective 2.1. Clarify policies and procedures for special education referral, evaluation and identification

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status
2.1.1. Develop clear policies for teachers, parents, campus leaders and other stakeholders regarding when IATs should refer for evaluation	IAT Managers, OSES Senior Managers	September 2018	Policy manual updated; Trainings scheduled	
2.1.2 Conduct student data reviews to determine students who are performing below grade level (Early Warning indicators and Renaissance), with emphasis on students who have been retained.	Principals, Assistant Principals/Deans, Teachers, Special Ed Dept. Chairs	September 2018 January 2019 May 2019	BOY, MOY and EOY student data; Students scoring as needing Urgent Intervention and Intervention are scheduled for classes to address deficit areas	
2.1.3 Create step-by-step process for the referral process available to the public through Operating	IAT Managers, OSES Senior Managers	September 2018	Updated online policies and associated implementation tools for referral, evaluation and identification procedures.	

			Training materials; sign-in sheets	
Guidelines and to HISD employees, through myGuidelines.				
2.1.4 Track monthly data on the completion of evaluations to determine eligibility for Special Education services	OSES Senior Managers for Evaluations	Ongoing during 2018-2019 school year	Monthly reports showing number of students who have been referred for evaluation; Timeline for evaluation completion	

Goal 3. Ensure that students with disabilities receive high-quality core instruction, specially designed instruction, and intervention, in accordance with state and federal laws	AIR Rec.	HISD Board Goals Impacted	Progress Measures
Goal Indicators of Success • *Increase in percentage of students making progress towards annual IEP goals Academic, behavioral and social/emotional supports for students with disabilities are clearly embedded in the general curriculum.* • *Placement data reflect a continuum of service delivery models commensurate with state and national trends* • *Improved student outcomes as indicated by a variety of measures (formative assessments, screeners, STAAR/ALT 2, STAAR)*	Rec. 3	Goals 1-3	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 4A, 4B, 4C, 5, 6, 7A, 7B, 7C, 10, 11, 13, 14A, 14B

Rationale. The 2004 IDEA reauthorization reflected a paradigm shift, moving the special education system from a "culture of compliance to a culture of accountability for results." Students with disabilities must be held to the highest of expectations and have access to a standards-based curriculum specifically designed so that they are able to access the general education curriculum. This includes ensuring a high-quality IEP, which is the most important document existing for a student with a disability. The IAT and ARD/IEP committees, in collaboration with families, must ensure that the IEP defines the services provided to the student. At its core, the IEP is an agreement between the student's parent(s)/guardian and the district and as such provides a means of accountability. In addition, the OSES desires to align all special education activities through a continuum of services to consistently deliver tiered academic and behavioral interventions.

Objective 3.1. Ensure HISD staff develop high-quality IEPs

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status
3.1.1. Develop an ARD/IEP handbook that provides guidance to parents, campus personnel, and district personnel on the ARD/IEP process	OSES Senior Leadership Team	September – October 2018	ARD/IEP handbook updated and available to all campus leadership teams	
3.1.2 Provide onsite/desktop audits of campus ARD/IEPs to monitor the quality of IEPs developed	OSES Senior Managers and Program Specialists	Fall, Winter, Spring (2018-2019)	Audit Forms	

Objective 3.2 Ensure that a full continuum of service delivery placement options is available in each region

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status

3.2.1 Disseminate a framework illustrating the continuum of special education services delivery models	OSES Senior Leadership Team	Fall 2018	Published framework	
3.2.2 Provide guidance on how schools can use the continuum of special education services delivery model framework to implement IEPs	OSES Senior Managers and Program Specialists	Fall 2018	Training available	

Objective 3.3 Provide support to ensure effective implementation of services outlined in IEPs				
Action Step	**Entity Responsible**	**Implementation Timeline**	**Evidence of Completion**	**Status**
3.3.1. Establish a process and timeline to ensure data collection and progress monitoring are implemented in accordance with the ARD/IEP	IAT managers, OSES Senior Managers and teams, EASY IEP team	Ongoing throughout year during time of progress reports and reports cards	Completed progress monitoring reports from: EasyIEP, Review 360, unique data, classroom data sheets	
3.3.2. Partner with the curriculum department to ensure that supports (academic, behavioral, and social/emotional supports) for students with disabilities are clearly embedded in the general curriculum.	IAT Managers, OSES Services team	May 2018-May 2019	Use of HISD curriculum guides with embedded supports Use of Strategic Reading and Writing	
3.3.3. Develop a Community-Based Vocational Instruction (CBVI)/Community-Based Instruction (CBI) handbook that provides guidance to parents, teachers, campus leaders and other stakeholders	OSES transition team	September – October 2018	Guidance document complete and training available	

Goal 4. Deliver ongoing, differentiated professional development for parents, teachers, campus leaders and other stakeholders designed to increase their effectiveness in providing support for students with disabilities.	AIR Rec.	HISD Board Goals Impacted	Progress Measures
Goal Indicators of Success • *Increased integration of resources, supports, and strategies into classroom environment.* • *Resolved and/or drastically improved specific campus issue(s) after access to training and coaching* • *Improved student outcomes as indicated by a variety of measures (formative assessments, screeners, STAAR/ALT 2, STAAR)* • *Available PD and supports based on priority, and differentiated to the individual and specific needs of campuses*	Rec. 4	Goals 1-3	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 5, 6, 9, 10, 12

Rationale. HISD needs a professional development framework that will address the individual needs of parents, teachers, paraprofessionals and administrators based on their current context and student performance data. To meet the wide needs identified in the district, the framework must include professional development on effective instructional practices, resources and initiatives offered by the OSES, data analysis, classroom management, transition services and supports, and tools for assisting families in supporting student learning.

Objective 4.1. Provide Principals, Assistant Principals/Dean, Teachers, and Special Ed. Department Chairs with high-quality professional development opportunities.

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status
4.1.1 Create new teacher induction cohorts for first and second year special education teachers to include a variety of activities such as orientation, classroom support, workshops, collaboration with colleagues, and mentoring	OSES Services Team Senior Manager	June 25-26- Summer Institute Ongoing throughout the school year-first Saturday of each month	OneSource, classroom observations, sign-in sheets, completion of monthly activities	
4.1.2 Create and conduct district level trainings that provide support for programs and initiatives used by general and special education teachers (Unique, Restorative Practices, GoalBook, STAAR ALT 2,	OSES Services Team Senior Manager	On-going throughout the 2018-2019 school year August 15, 2018: BOY/Job Alike January 15, 2018: MOY June 1, 2018: EOY	Usage reports, classroom observations, sign-in sheets End-users regarding usage and training needs End-user surveys regarding usage and training needs	

Self-Determination, Easy IEP, IEP writing, etc.)				
4.1.3 Deliver campus-level trainings to provide job-embedded (modeling and coaching) prescriptive professional learning aligned to the unique needs of campuses to build capacity	OSES Senior Manager and Program Specialists	Monthly (Based on priority and differentiated to the individual and specific needs of campuses)	Completed trainings Number of individuals trained via OneSource report Number of trainings offered	
4.1.4 Develop and implement individual professional learning through online and blended learning opportunities	OSES Services Team Senior Manager	Monthly and quarterly offerings	Schedule of online and blended learning opportunities Course Completion reports	
4.1.5 Create and host Professional Learning Communities to focus on data and student work analysis, high yield instructional strategies and lesson planning	OSES Senior Manager and Program Specialists	Early dismissal days 2018-19	Sign-in sheets, meeting agendas collected on monthly Application survey feedback Attendance reports	
4.1.6 Provide training to campus leaders on instructional resources and strategies available to support students with disabilities.	IAT team, elementary and secondary curriculum teams, OSES Services Team	May 2018 – May 2019	OneSource, classroom observations, usage reports from various supplemental resources Monthly principal breakout session reports	
4.1.7 Provide training to parents, teachers, campus leaders and other stakeholders to increase awareness of all curriculum supplements provided to increase academic achievement.	IAT Managers and OSES Senior Leadership Team	September – May, 2019	Completed training Number and types of training offered Parent attendance reports	
4.1.8 Provide campus-based training on State Performance Plan (SPP) Indicator 13 (Post-Secondary Goals/Transition), SPP 14 (Post-Secondary Outcomes) and self-determination to secondary staff.	Transition Program Specialists, Sr. Manager	September, 2018	Training schedules, Sign-in sheets, agendas	

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status
4.1.9 Develop online training for State Performance Plan (SPP) Indicator 13 (Post-Secondary Goals/Transition), SPP 14 (Post-Secondary Outcomes) and self-determination to secondary staff.	Transition Program Specialists, Sr. Manager	March, 2019	Completed on-line training modules	

Objective 4.2 Provide high quality professional learning tools for parents and educators to fidelity of implementation of special education requirements.

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status
4.2.1 Create Quick Start Guides for instructional supports including Unique, Restorative Practices, GoalBook, STAAR ALT 2, Easy IEP and ARD/IEP Transition Planning (SPP 13). Guides will be provided to parents and teachers during trainings and meetings.	OSES Services Team	August 13	Quick Start Guides will be available for distribution and training.	
4.2.2. Create tools to standardize the data collection for Tier 3 in IAT for both academics (reading, math, and written language) and behavior.	IAT Managers Evaluation Team	Ongoing during school year 2018-2019	Each 6 Weeks: Review of documentation	

Objective 4.3 Provide high quality professional learning opportunities for parents to ensure participation in Goalbook, and increased understanding of transition programming.

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status
4.3.2 Provide parent training and open houses on post-secondary options for student with cognitive disabilities.	Transition Team	January 2019	Sign-in sheets, meeting agendas, applications to service options (HCC, HEART, SEARCH, Campus Based 18+ Transition Programs)	
4.3.3 Provide parent training for Houston Community College Transition Program (HCC-Lifeskills) relating to post-secondary transition topics (SSDI, SSI, Texas	HCC Team	February 2019	Sign-in sheets, meeting agendas, survey end users regarding understanding and needs	

Workforce Solutions and transportation to work).				

Goal 5. Implement clear systems of monitoring and evaluating special education services, both at the campus and central office levels, that inform the continuous improvement of academic, behavioral, and social/emotional outcomes for students with disabilities.	**AIR Rec.**	**HISD Board Goals Impacted**	**Progress Measures**
Goal Indicators of Success • *Accessible special education procedural manual* • *Clearly established communication protocol for gathering and disseminating information* • *Resolved and/or drastically improved specific campus issue(s)* • *Equitable placement options across each region* • *Improved student outcomes as indicated by a variety of measures (formative assessments, screeners, STAAR/ALT 2, STAAR)*	Rec 4	Goals 1-3	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 4A, 4B, 4C, 5, 6, 7A, 7B, 7C, 8, 9, 10, 11, 12, 13, 14A, 14B

Rationale. Regular monitoring of IEP goals and special education services is important for determining the effectiveness of instruction. Furthermore, it is critical that the district office be empowered to act on its authority to enforce, monitor, and improve special education delivery. This central oversight will ensure more efficient communication and processes, and greater opportunity to align special education with other district initiatives and the broader HISD strategic plan.

Objective 5.1. Improve communication processes for gathering and disseminating information

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status
5.1.1. Establish and maintain a Special Education Advisory Committee to include teachers, parents, campus leaders and other stakeholders to share parent voice and inform special education practices related to instruction and services for students with disabilities	Assistant Superintendent of Special Education, Director of Special Education	Initial meeting June 2018, two meetings per semester in 2018-19	Meeting agendas and sign-in sheets, action plans, feedback, surveys Parent Forums	
5.1.2. Develop a special education implementation manual for school leaders and teachers	OSES Director	June-August 2018	Special education implementation manual completed	

5.1.3. Provide campus leaders and special education department chairs with a structured schedule of dates to provide parents with communication to include progress toward academic and behavior IEP goals and attendance	OSES Senior leadership team	July-August 2018	Master calendar of dates	
5.1.4. Conduct parent meetings by area that include open forum as well as resource sharing	OSES Senior Leadership team	Ongoing 2018-19	Attendance sheets, notes from forums	

Objective 5.2 Monitor and enforce critical aspects of special education identification and service delivery

Action Step	Entity Responsible	Implementation Timeline	Evidence of Completion	Status
5.2.1. Conduct data reviews every three weeks for campuses in their areas to monitor: special education performance, progress monitoring, discipline data, and IEP alignment to student needs	OSES Senior Managers and Program Specialists	August 2018-May 2019	Data review reports (using EasyIEP, Review 360, discipline data, and other assessment data)	
5.2.2. Provide special education teachers and campus leaders with tools for ensuring compliance and best practices for special education students, by school office area	OSES Senior managers and program specialists in partnership with campus leadership	Ongoing throughout school year	Tools developed Training available	
5.2.3. Ensure that all requests for evaluation are captured in EasyIEP to ensure monitoring of timelines	IAT managers, Senior managers, evaluation specialists	ongoing	EasyIEP reports Training available	

OFFICE OF SPECIAL EDUCATION SERVICES (OSES)
PBMAS[1], STATE PERFORMANCE PLAN (SPP), LOCAL EDUCATION AGENCY (LEA)
PERFORMANCE MEASURES RUBRIC

MEASURE 1: PARTICIPATION AND PROFICIENCY RATES ON STATE ASSESSMENTS

1A. - Increase passing rates on STAAR 3-8 and EOC

Performance Level (PL)

STATE ASSESSMENTS					
SPED PBMAS INDICATOR 1 SPP INDICATOR 3 – STAAR 3-8	**N Tested**	**Baseline Passing Rate 2017**	**PL 2017**	**Passing Rate 2018**	**PL 2018**
Mathematics	7,159	44.6 %	2		
Reading/ELA	7,184	37.1 %	3		
Science	2,522	39.6%	3		
Social Studies	1,158	31.7%	3		
Writing	2,365	30.3%	3		
SPED PBMAS INDICATOR 2 SPP INDICATOR 3 – YR After Exit STAAR 3-8					
Mathematics	407	71.0%	0		
Reading/ELA	414	63.3%	1		
Science	108	71.3%	0		
Social Studies	37	45.9%	2		
Writing	134	55.2%	2		
SPED PBMAS INDICATOR 3 SPP INDICATOR 3 - EOC					
Mathematics (Algebra I)	1,678	39.9 %	3		
English Language Arts (English I)	1,572	23.7 %	3		
Science (Biology)	1,161	48.0%	3		
Social Studies (U.S. History)	3,409	56.8%	2		
Data Source: Statewide Assessment Program					

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[1] Performance-Based Monitoring Analysis System (PBMAS) is an automated data system implemented by the Texas Education Agency (TEA) to report annually on the performance of school districts and charter schools. Performance on each PBMAS indicator is assigned a Performance Level (PL) from 0 to 3, or in a few cases, 4. PL 0 means the district met the standard for that indicator. Performance levels of 3 or 4 represent the poorest possible rating and may result in an intervention from TEA. Each performance level has a range of cut points. The cut points for each PBMAS indicator are evaluated annually and subject to change as a result of state or federal priorities and requirements. In special cases, indicators receive a PL rating of "report only" (RO), "special analysis" (SA), "required improvement" (RI), "significant disproportionality" (SD), or "data integrity" (DI).

NOTE: MEASURE 1 STAAR ASSESSMENTS BY PBMAS PERFORMANCE LEVEL CUT POINTS

SPED STAAR 3-8 passing rate by performance level cut points					
SPED PBMAS Indicator 1	Mathematics	Reading	Science	Social Studies	Writing
PL 0	70.0% - 100%	70.0% - 100%	65.0% - 100%	65.0% - 100%	70.0% - 100%
PL 1	55.0% - 69.9%	55.0% - 69.9%	50.0% - 64.9%	50.0% - 64.9%	55.0% - 69.9%
PL 2	40.0% - 54.9%	40.0% - 54.9%	40.0% - 49.9%	40.0% - 49.9%	40.0% - 54.9%
PL 3	20.0% - 39.9%	20.0% - 39.9%	20.0% - 39.9%	20.0% - 39.9%	20.0% - 39.9%
PL 4	0% - 19.9%	0% - 19.9%	0% - 19.9%	0% - 19.9%	0% - 19.9%

SPED Year After Exit (YAE) STAAR 3-8 passing rate by performance level cut points					
SPED PBMAS Indicator 2	Mathematics	Reading	Science	Social Studies	Writing
PL 0	70.0% - 100%	70.0% - 100%	65.0% - 100%	65.0% - 100%	70.0% - 100%
PL 1	60.0% - 69.9%	60.0% - 69.9%	55.0% - 64.9%	55.0% - 64.9%	60.0% - 69.9%
PL 2	50.0% - 59.9%	50.0% - 59.9%	45.0% - 54.9%	45.0% - 54.9%	50.0% - 59.9%
PL 3	0% - 49.9%	0% - 49.9%	0% - 44.9%	0% - 44.9%	0% - 49.9%

SPED STAAR EOC passing rate PBMAS indicator by performance level cut points				
SPED PBMAS Indicator 3	Mathematics	Science	Social Studies	English language arts
PL 0	65.0% - 100%	75.0% - 100%	70.0% - 100%	60.0% - 100%
PL 1	55.0% - 64.9%	65.0% - 74.9%	60.0% - 69.9%	50.0% - 59.9%
PL 2	40.0% - 54.9%	55.0% - 64.9%	50.0% - 59.9%	30.0% - 49.9%
PL 3	25.0% - 39.9%	35.0% - 54.9%	35.0% - 49.9%	19.0% - 29.9%
PL 4	0% - 24.9%	0% - 34.9%	0% - 34.9%	0% - 18.9%

SPED STAAR Alternate 2 participation rate by performance level cut points				
SPED PBMAS Indicator 4	PL 0	PL 1	PL 2	PL 3
	0% - 10.0%	10.1% - 12.9%	13.0% - 16.9%	17.0% - 100%

1B - Decrease STAAR ALT 2 participation rate

STATE ASSESSMENT SPED PBMAS INDICATOR 4 SPP INDICATOR 3		Baseline Participation Rate PL Cut Points 2017	PL 2017	Participation Rate 2018	PL 2018
	n				
STAAR ALT 2 (Participation Rate)	8,206	19.9% (PL Cut Points 0-10)	3		
Data Source: Statewide Assessment Program					

MEASURE 2: PARTICIPATION AND PROFICIENCY RATES ON LOCAL ASSESSMENTS

2A - Increase the percentage of students performing at or above benchmark by disability type on the reading Renaissance Assessment from BOY to EOY (English version)

Reading Renaissance Assessment	Baseline BOY At/Above Benchmark				Baseline MOY At/Above Benchmark				Baseline EOY At/Above Benchmark			
Disability Type	2018 %	2018 n	2019 %	2019 n	2018 %	2018 n	2019 %	2019 n	2018 %	2018 n	2019 %	2019 n
Orthopedic Impairment	23.3%	30			26.9%	26			15.2%	46		
Other Health Impairment	5.7%	777			7.2%	762			9.6%	1240		
Auditory Impairment	5.3%	94			6.7%	105			7.1%	169		
Visual Impairment	21.7%	23			21.4%	28			11.8%	51		
Intellectual Disability	.5%	211			0.0%	189			.6%	359		
Emotional Disturbance	10.9%	221			11.1%	207			12.6%	437		
Learning Disability	1.7%	3185			2.1%	3141			2.9%	4007		
Speech Impairment	22.8%	171			24.6%	167			32.4%	796		
Autism	17.5%	359			15.1%	377			19.3%	755		
Traumatic Brain Injury	0.0%	7			0.0%	6			0.0%	9		
Data Source: Local Assessment Program												
Note: At/Above Benchmark includes students meeting or exceeding the 40 Percentile Rank												
Note: No data were available for Deaf-Blind and Non-Categorical Early Childhood subgroups.												

Special Education Student Enrollment by Primary Disability, 2017–2018	
Primary Disability	**2017–2018**
01 Orthopedic Impairment	107
02 Other Health Impairment	2,251
03 Auditory Impairment	286
04 Visual Impairment	86
05 Deaf-Blind	11
06 Intellectual Disability	2,377
07 Emotional Disturbance	852
08 Learning Disability	5,641
09 Speech Impairment	1,980
10 Autism	2,437
13 Traumatic Brain Injury	35
14 Non-Categorical Early Childhood	243
Total	**16,306**

2B - Increase the percentage of students performing at or above benchmark on the Reading Renaissance Assessment from BOY to EOY at each grade level (English version)

Reading Renaissance Assessment	Baseline BOY At/Above Benchmark				Baseline MOY At/Above Benchmark				Baseline EOY At/Above Benchmark			
Grade Level	**2018 %**	**2018 n**	**2019 %**	**2019 n**	**2018 %**	**2018 n**	**2019 %**	**2019 n**	**2018 %**	**2018 n**	**2019 %**	**2019 n**
K	-	-			-	-			45.5%	11		
1	-	-			-	-			36.6%	186		
2	16.7%	6			28.6%	7			20.9%	579		
3	10.2%	49			12.5%	48			16.3%	689		
4	7.0%	272			6.8%	278			12.5%	839		
5	5.7%	581			6.9%	608			9.6%	969		
6	5.9%	598			5.7%	594			4.9%	797		
7	4.7%	717			5.8%	708			5.5%	824		
8	3.0%	623			4.0%	621			3.0%	739		
9	4.0%	780			4.9%	738			5.2%	825		
10	4.4%	551			4.5%	535			5.5%	617		
11	4.9%	486			4.2%	478			4.5%	468		
12	4.1%	415			3.6%	393			4.0%	326		
Data Source: Local Assessment Program												
Note: At/Above Benchmark includes students meeting or exceeding the 40 Percentile Rank												

Special Education Student Enrollment by Grade Level 2017–2018	
Grade Level	**Enrollment**
PE	555
PK	611
EE	-
K	859
1	1,055
2	1,230
3	1,309
4	1,377
5	1,406
6	1,259
7	1,253
8	1,198
9	1,429
10	1,067
11	834
12	864

2C - Increase the percentage of students performing at or above benchmark by disability type on the Reading Renaissance Assessment from BOY to EOY (Spanish version)

Reading Renaissance Assessment	Baseline BOY At/Above Benchmark				Baseline MOY At/Above Benchmark				Baseline EOY At/Above Benchmark			
Disability Type	2018 %	2018 n	2019 %	2019 n	2018 %	2018 n	2019 %	2019 n	2018 %	2018 n	2019 %	2019 n
Orthopedic Impairment	0.0%	2			50.0%	4			50.0%	4		
Other Health Impairment	11.1%	54			27.3%	55			22.9%	48		
Auditory Impairment	42.9%	7			40.0%	10			45.5%	11		
Visual Impairment	0.0%	1			0.0%	1			50.0%	2		
Intellectual Disability	9.1%	11			0.0%	7			10.0%	10		
Emotional Disturbance	14.3%	7			28.6%	7			16.7%	6		
Learning Disability	5.5%	110			18.3%	109			14.3%	105		
Speech Impairment	12.8%	148			36.5%	170			39.9%	178		
Autism	12.5%	32			17.6%	34			20.6%	34		

Special Education Student Enrollment by Primary Disability, 2017–2018	
Primary Disability	**2017–2018**
01 Orthopedic Impairment	107
02 Other Health Impairment	2,251
03 Auditory Impairment	286
04 Visual Impairment	86
05 Deaf-Blind	11
06 Intellectual Disability	2,377
07 Emotional Disturbance	852
08 Learning Disability	5,641
09 Speech Impairment	1,980
10 Autism	2,437
13 Traumatic Brain Injury	35
14 Non-Categorical Early Childhood	243
Total	**16,306**

2D - Increase the percentage of students performing at or above benchmark on the Reading Renaissance Assessment from BOY to EOY at each grade level (Spanish version)

Reading Renaissance Assessment	Baseline BOY At/Above Benchmark				Baseline MOY At/Above Benchmark				Baseline EOY At/Above Benchmark			
Grade Level	2018 %	2018 n	2019 %	2019 n	2018 %	2018 n	2019 %	2019 n	2018 %	2018 n	2019 %	2019 n
1	4.0%	25			37.8%	37			37.3%	51		
2	9.3%	140			28.8%	163			29.9%	147		
3	13.6%	132			32.5%	123			33.9%	124		
4	10.6%	66			12.7%	63			15.5%	58		
5	12.5%	8			18.2%	11			0.0%	10		
6	0.0%	1			-	-			0.0%	1		

Data Source: Local Assessment Program

Note: At/Above Benchmark includes students meeting or exceeding the 40 Percentile Rank

Special Education Student Enrollment by Grade Level 2017–2018	
Grade Level	Enrollment
PE	555
PK	611
EE	-
K	859
1	1,055
2	1,230
3	1,309
4	1,377
5	1,406
6	1,259
7	1,253
8	1,198
9	1,429
10	1,067
11	834
12	864

Total Enrollment: 16,306

2E - Increase the percentage of students performing at or above benchmark by disability type on the Mathematics Renaissance Assessment from BOY to EOY (English version)

Mathematics Renaissance Assessment	Baseline BOY At/Above Benchmark				Baseline MOY At/Above Benchmark				Baseline EOY At/Above Benchmark			
Disability Type	2018 %	2018 n	2019 %	2019 n	2018 %	2018 n	2019 %	2019 n	2018 %	2018 n	2019 %	2019 n
Orthopedic Impairment	22.6%	31			24.2%	33			31.3%	48		
Other Health Impairment	16.4%	815			17.1%	820			18.6%	1286		
Auditory Impairment	21.5%	107			23.9%	109			18.4%	179		
Visual Impairment	48.1%	27			46.7%	30			36.7%	49		
Intellectual Disability	1.3%	236			0.0%	214			1.3%	373		
Emotional Disturbance	17.8%	214			16.1%	224			21.5%	423		
Learning Disability	11.5%	3273			14.1%	3113			14.6%	3904		
Speech Impairment	53.8%	186			56.4%	218			49.4%	975		
Autism	24.4%	397			28.8%	416			29.1%	821		
Traumatic Brain Injury	28.6%	7			16.7%	6			27.3%	11		
Non-Categorical Early Childhood	-	-			-	-			0.0%	6		

Data Source: Local Assessment Program

Note: At/Above Benchmark includes students meeting or exceeding the 40 Percentile Rank

Special Education Student Enrollment by Primary Disability, 2017–2018	
Primary Disability	**2017–2018**
01 Orthopedic Impairment	107
02 Other Health Impairment	2,251
03 Auditory Impairment	286
04 Visual Impairment	86
05 Deaf-Blind	11
06 Intellectual Disability	2,377
07 Emotional Disturbance	852
08 Learning Disability	5,641
09 Speech Impairment	1,980
10 Autism	2,437
13 Traumatic Brain Injury	35
14 Non-Categorical Early Childhood	243
Total	**16,306**

2F - Increase the percentage of students performing at or above benchmark on the Mathematics Renaissance Assessment from BOY to EOY at each grade level (English version)

Mathematics Renaissance Assessment	Baseline BOY At/Above Benchmark				Baseline MOY At/Above Benchmark				Baseline EOY At/Above Benchmark			
Grade Level	2018 %	2018 n	2019 %	2019 n	2018 %	2018 n	2019 %	2019 n	2018 %	2018 n	2019 %	2019 n
K	-	-			-	-			0.0%	51		
1	66.7%	3			50.0%	8			35.2%	460		
2	11.1%	9			34.6%	26			31.1%	620		
3	17.2%	64			28.6%	119			29.3%	704		
4	18.5%	352			20.7%	381			24.7%	841		
5	17.3%	659			19.8%	688			21.2%	973		
6	14.7%	639			16.8%	642			15.0%	809		
7	11.6%	748			13.3%	709			13.6%	826		
8	9.4%	663			12.6%	629			13.0%	755		
9	12.9%	773			15.1%	728			18.9%	763		
10	19.6%	537			19.3%	502			20.2%	545		
11	20.2%	490			22.7%	428			19.8%	424		
12	15.4%	356			18.3%	323			16.4%	304		
Data Source: Local Assessment Program												
Note: At/Above Benchmark includes students meeting or exceeding the 40 Percentile Rank												

Special Education Student Enrollment by Grade Level 2017–2018	
Grade Level	**Enrollment**
PE	555
PK	611
EE	-
K	859
1	1,055
2	1,230
3	1,309
4	1,377
5	1,406
6	1,259
7	1,253
8	1,198
9	1,429
10	1,067
11	834
12	864

Total Enrollment: 16,306

2G - Increase the percentage of students performing at or above benchmark by disability type on the Mathematics Renaissance Assessment from BOY to EOY (Spanish version)

Mathematics Renaissance Assessment	Baseline BOY At/Above Benchmark				Baseline MOY At/Above Benchmark				Baseline EOY At/Above Benchmark			
Disability Type	**2018 %**	**2018 n**	**2019 %**	**2019 n**	**2018 %**	**2018 n**	**2019 %**	**2019 n**	**2018 %**	**2018 n**	**2019 %**	**2019 n**
Orthopedic Impairment	40.0%	5			50.0%	4			50.0%	4		
Other Health Impairment	30.8%	52			27.7%	47			39.6%	48		
Auditory Impairment	50.0%	10			26.7%	15			35.7%	14		
Visual Impairment	0.0%	1			0.0%	1			0.0%	1		
Intellectual Disability	0.0%	12			0.0%	8			14.3%	7		
Emotional Disturbance	0.0%	5			33.3%	6			33.3%	6		
Learning Disability	20.7%	111			24.5%	98			31.9%	94		
Speech Impairment	36.7%	210			43.6%	227			50.0%	226		
Autism	28.2%	39			42.5%	40			48.6%	35		
Traumatic Brain Injury	0.0%	1			-	-						
Data Source: Local Assessment Program **Note**: At/Above Benchmark includes students meeting or exceeding the 40 Percentile Rank												

Special Education Student Enrollment by Primary Disability, 2017–2018	
Primary Disability	**2017–2018**
01 Orthopedic Impairment	107
02 Other Health Impairment	2,251
03 Auditory Impairment	286
04 Visual Impairment	86
05 Deaf-Blind	11
06 Intellectual Disability	2,377
07 Emotional Disturbance	852
08 Learning Disability	5,641
09 Speech Impairment	1,980
10 Autism	2,437
13 Traumatic Brain Injury	35
14 Non-Categorical Early Childhood	243
Total	**16,306**

2H - Increase the percentage of students performing at or above benchmark on the Mathematics Renaissance Assessment from BOY to EOY at each grade level (Spanish version)

Mathematics Renaissance Assessment	Baseline BO At/Above Benchmark				Baseline MO At/Above Benchmark				Baseline EOY At/Above Benchmark			
Grade Level	2018 %	2018 n	2019 %	2019 n	2018 %	2018 n	2019 %	2019 n	2018 %	2018 n	2019 %	2019 n
1	33.3%	129			37.8%	148			48.5%	136		
2	26.1%	138			30.8%	130			38.1%	126		
3	36.6%	112			42.3%	104			56.4%	101		
4	17.5%	57			35.0%	60			32.7%	55		
5	44.4%	9			0.0%	4			0.0%	3		
6	-	-			-	-			-	-		
7	0.0%	1			-	-			-	-		

Data Source: Local Assessment Program

Note: At/Above Benchmark includes students meeting or exceeding the 40 Percentile Rank

Special Education Student Enrollment by Grade Level 2017–2018	
Grade Level	**Enrollment**
PE	555
PK	611
EE	-
K	859
1	1,055
2	1,230
3	1,309
4	1,377
5	1,406
6	1,259
7	1,253
8	1,198
9	1,429
10	1,067
11	834
12	864

Total Enrollment: 16,306

MEASURE 3A: LEAST RESTRICTIVE ENVIRONMENT

3A - Increase the percent of students with disabilities placed in general education for 80% or more of the school day

SPED PBMAS INDICATOR	SPP INDICATOR	Age Group	Baseline 2017 Rate	PL 2017	2018 Rate	PL 2018
5	**6**	**Ages 3-5**	39.7 %	0		
6	**5**	**Ages 6-21**	66.2 %	0 RI		

Data Source: PEIMS

Calculation Ages 3-5 = number of students ages 3-5 served in special education reported with PPCD service location code 1 or 4 and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92 / number of students ages 3-5 served in special education

PL 0	PL1	PL2	PL3
30.0%-100%	**20.0%-29.9%**	**10.1%-19.9%**	**0%-10.0%**

Calculation Ages 6-21 = number of students ages 6-21 served in special education and placed in instructional settings 00, 40, 41, 81, 82, 91 / number of students ages 6-21 served in special education

PL 0	PL1	PL2	PL3
70.0%-100%	**57.0%-69.9%**	**45.1%-56.9%**	**0%-45.0%**

00 (No instructional setting), 40 (Mainstream), 41 (Resource Room/Services – Less than 21%), 81 (Residential Care and Treatment Facility Mainstream), 82 (Residential Care and Treatment Facility – Resource Room/Services Less than 21%), 91 (Off Home Campus Mainstream), and 92 (Off Home Campus – Resource Room/Services Less than 21%)

MEASURE 3B: MOST RESTRICTIVE ENVIRONMENT

3B - Decrease the percentage of students with disabilities placed in general education for 40% or less of the school day

SPED PBMAS INDICATOR	SPP INDICATOR	Baseline 017 Rate	PL 2017	2018 Rate	PL 2018
7	**5**				
Ages 6-21		21.4%	**3**		

Data Source: PEIMS
Calculation = number of students ages 6-21 served in special education and placed in instructional settings 08, 44, 85, 88, and 95 / number of students ages 6-21 served in special education

PL 0	PL1	PL2	PL3
0%-10.0%	**10.1%-18.9%**	**19.0%-20.9%**	**21.0%-100.0%**

08 (Vocational Adjustment Class/Program), 44 (Self-Contained, Mild/Moderate/Severe, Regular Campus More than 60%), 85 (Residential Care and Treatment Facility – Self-Contained, Mild/Moderate/Severe, Regular Campus More than 60%), 88 (Residential Care and Treatment Facility – Vocational Adjustment Class/Program), and 95 (Off Home Campus – Self-Contained, Mild/Moderate/Severe, Regular Campus More than 60%)

Performance Levels (PL) - Performance on each PBMAS indicator is assigned a Performance Level (PL) from 0 to 3, or in a few cases, 4. PL 0 means the district met the standard for that indicator. Performance levels of 3 or 4 represent the poorest possible rating and may result in an intervention from TEA. Each performance level has a range of cut points. The cut points for each PBMAS indicator are evaluated annually and subject to change as a result of state or federal priorities and requirements.

MEASURE 4A: SIGNIFICANT DISPROPORTIONALITY

4A - Monitor significant disproportionality of students receiving special education services

SPED PBMAS INDICATOR 11/ SPP INDICATOR 10	Baseline Risk Ratio 2017	Risk Ratio 2018	Risk Ratio 2019
Significant Disproportionality Risk Ratio: **SPED Two or More Races Emotional Disturbance**	2.6		
Calculation = number of [two or more racial/ethnic group with ED]/ number of [two or more racial/ethnic group in SPED] 15/122 = 12.3 number of [other racial/ethnic group with ED]/ number of [other racial/ethnic group in SPED] 733/15,325 = 4.8 12.3/4.8=2.6 **Significant Disproportionality Risk Ratio**: > 2.5 **Data Source:** PEIMS (Based on the number of students reported by the district in PEIMS as enrolled in the district (denominator) with Child Count Funding Type 3 and receiving special education services (numerator) **Minimum Size Requirement** (MSR): Denominator ≥ 30; Numerator ≥ 10 (New for 2017)			

MEASURE 4B: DISPROPORTIONALITY WITHIN PROGRAM

4B - Monitor disproportionality of racial/ethnic groups receiving special education services

Special Education Disproportionality Risk Ratio SPED PBMAS INDICATOR 11/ SPP INDICATOR 10	Baseline Risk Ratio 2017	Risk Ratio 2018	Risk Ratio 2019
American Indian or Alaska Native	0.9		
Asian	0.4		
Black or African American	1.4		
Hispanic/Latino	0.9		
Native Hawaiian or Pacific Islander	0.5		
Two or More Races	0.8		
White	0.8		

Source: 2017 PBMAS Manual

As required by federal regulations under 34 CFR Part 300, each district's SPED representation rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races.

Significant Disproportionality Risk Ratio: > 2.5

Disproportionality Risk Ratio = racial/ethnic group's representation rate /other students' representation rate

Minimum Size Requirement (MSR): Denominator ≥ 30; Numerator ≥ 10 (New for 2017)

Data Source: PEIMS

MEASURE 4C: DISPROPORTIONALITY BY SPECIFIC DISABILITY

4C - Monitor disproportionality of racial/ethnic groups receiving special education services by disability type

SPED PBMAS INDICATOR 11/ SPP INDICATOR 10	Ethnicity	02 Other Health Impairments Risk Ratio	06 Intellectual Disability Risk Ratio	07 Emotional Disturbance Risk Ratio	08 Learning Disability Risk Ratio	09 Speech Impairment Risk Ratio	10 Autism Risk Ratio
Baseline 2017	American Indian or Alaska Native	1.7	0.5	0.7	1.4	0.3	1.1
	Asian	0.6	0.7	0.4	0.3	2.2	3.4*
	Black or African American	1.2	1.2	1.8	1.0	0.6	0.8
	Hispanic/Latino	0.8	0.9	0.5	1.2	1.1	1.0
	Native Hawaiian or Pacific Islander	0.0	0.0	†	0.4	†	†
	Two or More Races	1.9	0.4	2.7	0.4	1.4	1.5
	White	1.5	0.7	1.7	0.4	1.7	1.5
2018	American Indian or Alaska Native						
	Asian						
	Black or African American						
	Hispanic/Latino						
	Native Hawaiian or Pacific Islander						
	Two or More Races						
	White						
2019	American Indian or Alaska Native						
	Asian						
	Black or African American						
	Hispanic/Latino						
	Native Hawaiian or Pacific Islander						
	Two or More Races						
	White						
	Source: 2017 PBMAS Manual The data for each racial/ethnic group are also disaggregated by the following disability categories: (1) Intellectual Disabilities; (2) Specific Learning Disabilities; (3) Emotional Disturbance; (4) Speech/Language Impairments; (5) Other Health Impairments; and (6) Autism. PLs of significant disproportionality will be assigned for any racial/ethnic group or disability category if the racial/ethnic group's or disability category's risk ratio exceeds 2.5. **Minimum Size Requirement** (MSR): Denominator ≥ 30; Numerator ≥ 10 (New for 2017) **†Did not meet MSR** ***Risk Ratio exceeded 2.5** **Calculation** = [racial/ethnic group within the disability category/ number of racial/ethnic group in SPED]/ [number of other racial/ethnic group within the disability category / number of other racial/ethnic group in SPED] **Data Source**: PEIMS						

MEASURE 5: ANNUAL DROPOUT RATE (GRADES 7-12)

Decrease the dropout rate among students in grades 7-12 with disabilities

SPED PBMAS INDICATOR	SPP INDICATOR		Baseline 2016 Rate	PL 2017	2018 Rate	PL 2018
9	2	**Annual Dropout Rate**	3.8% (PL Cut Points 0-1.8)	2		
Calculation: **number of Grades 7-12 students served in special education who dropped out/number of Grades 7-12 students served in special education in attendance** **Data Source:** PEIMS						

MEASURE 6: GRADUATION RATE

Increase the graduation rate among students with disabilities

SPED PBMAS INDICATOR	SPP INDICATOR		Baseline 2016 Rate	PL 2017	2018 Rate	PL 2018
10	1	**Graduation Rate**	64.0% (PL Cut Points 80-100)	2		
Calculation: **number of students in the Grade 9 cohort served in special education who graduated with a high school diploma/ number of students in the class of 2016 served in special education** **Data Source:** PEIMS						

MEASURE 7: SUSPENSION/EXPULSION RATES

7A - Decrease the percent of in-school suspensions among students with disabilities

SPP INDICATOR 4	Baseline 2016	2017	2018	2019
In-of-School Suspensions (Unduplicated)	11.3%			
In-of-School Suspensions (Duplicated)	12.5%			
Data Source: PEIMS				

7B - Decrease the percent of out-of-school suspensions among students with disabilities

SPP INDICATOR 4	Baseline 2016	2017	2018	2019
Out-of-School Suspensions (Unduplicated)	14.6%			
Out-of-School Suspensions (Duplicated)	16.8%			
Data Source: PEIMS				

7C - Decrease the percent of Disciplinary Alternative Education Programs (DAEPs) among students with disabilities

SPP INDICATOR 4	Baseline 2016	2017	2018	2019
DAEPs (Unduplicated)	10.7%			
DAEP's (Duplicated)	11.0%			
Data Source: PEIMS				

MEASURE 8: ATTENDANCE RATE

Increase the attendance rate among students with disabilities

	Baseline 2016	2017	2018	2019
Attendance Rate	93.4%			
Data Source: PEIMS				

MEASURE 9: COMPLIANCE WITH TIMELY INITIAL EVALUATION TIMELINES

Increase the percentage of students with initial evaluations completed within 45 calendar days of receipt of parental consent

SPP INDICATOR 11 & 12	Baseline 2017	2018	2019	2020
Initial evaluations completed within 45 calendar days of receipt of parental consent	98.2 %			
100% reevaluations completed within timelines	99.4 %			
Data Source: TEASE Application				

MEASURE 10: EARLY CHILDHOOD OUTCOMES

Increase the percent of preschool children with Individualized Education Programs (IEPs) who demonstrate improved:

SPP INDICATOR 7	Baseline 2017 %	2018 %	2019 %	2020 %
Positive social-emotional skills (including social relationships)				
Acquisition and use of knowledge and skills (including early language/communication and early literacy)				
Use of appropriate behaviors to meet their needs				
Data Source: SPP TEASE Application The data collection period is July 1 to June 30 of each year. All children, ages three through five, who meet the Entry and Exit criteria should be reported.				

MEASURE 11: PARENT PARTICIPATION

SPP INDICATOR 8	Baseline 2017 %	2018 %	2019 %	2020 %
Parent Survey Results				
Data Source: Parent Survey administered by ESC 9 in spring				

MEASURE 12: COMPLIANCE WITH EARLY CHILDHOOD TRANSITION TIMELINES

SPP IINDICATOR 11 & 12	Baseline 2017 %	2018 %	2019 %	2020 %
State Performance Plan (SPP) Indicator 12 measures the percentage of students referred by Part C/Early Childhood Intervention (ECI) prior to age 3 who are found eligible for Part B/District Special Education Services and who have an IEP (Individualized Education Program) developed and implemented by their third birthday.				
Data Source: SPP 11 & 12 TEASE Application				

MEASURE 13: COMPLIANCE WITH SECONDARY TRANSITION IEP REQUIREMENTS

SPP IINDICATOR 13	**Baseline 2017 %**	**2018 %**	**2019 %**	**2020 %**
The percentage of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There must also be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.				
Data Source: SPP 13 TEASE Application				

MEASURE 14: POST-SCHOOL OUTCOMES

14A - **GRADE 12 EXIT -** The percent of youth who are no longer in secondary school, had individualized education programs (IEPs) in effect at the time they left school and were:

SPP IINDICATOR 14	**Baseline 2017 %**	**2018 %**	**2019 %**	**2020 %**
Enrolled in higher education within one year of leaving high school				
Enrolled in higher education or competitively employed within one year of leaving high school				
Enrolled in higher education or in some other post-secondary education or training program, or competitively employed or in some other employment within one year of leaving high school				
Data Source: Grade 12 Exit (SPP 14 TEASE Application) The data collection period is July 1 to June 30 of each year. Indicator 14 refers to the students with disabilities who are currently enrolled in Grade 12 and are anticipated to exit through graduation at the end of the reporting school year, and students with disabilities who have dropped out, completed a GED or graduated early since being reported as enrolled on the reporting year Fall Snapshot date.				

14B – **YEAR OUT FOLLOW UP (POST-SCHOOL OUTCOMES SURVEY)**

SPP IINDICATOR 14	**Baseline 2017 %**	**2018 %**	**2019 %**	**2020 %**
Post-Outcome Survey				
Data Source: Post School Outcomes survey conducted in spring. The data collection period is July 1 to June 30 of each year. Indicator 14 refers to the students with disabilities who are currently enrolled in Grade 12 and are anticipated to exit through graduation at the end of the reporting school year, and students with disabilities who have dropped out, completed a GED or graduated early since being reported as enrolled on the reporting year Fall Snapshot date.				

COMMUNICATION PLAN

The Office of Special Education Services recognize that timely, meaningful, and purposeful communication with all stakeholder groups is essential to ensure maximum impacts associated with each action step in the *3-Year Special Education Strategic Plan*. Each goal area in the strategic plan includes **Action Steps, Timeline, Targeted Audience, Evidence of Implementation, Monitoring Dates, Implementation by Whom, and Expected Outcomes Results.** A calendar of all dates for the school year will be prepared and distributed outlining all monthly and standing opportunities to share experiences, gather feedback, and exchange ideas.

TEACHERS

- OSES Special Education Conference   July 16-18
- Saturday Academy   (Pending Fall 2018)
- OSES Job Alike Training   August 15 & August 22, 2018
- Academic Services Memos   Daily, Weekly, Monthly or As Needed
- Professional Development Training
- School Level Guidance, Technical Assistance
- Honor the Special Education Teacher of   May 2019
  the Year

SCHOOL LEADERS

- Special Education Conference   July 16-18
- HISD Special Education Newsletter   Quarterly (Pending August 2018)
- HISD Principals Meetings   Monthly
- Academic Services Memos   Daily, Weekly, Monthly or As Needed

CENTRAL OFFICE DEPARTMENT

- Campus Posters-*Who can I contact?*   June 15, 2018
- OSES Senior Leadership Team Retreat   April 10, 2018 and May 23-24, 2018
- Region 4 Directors Meeting   Monthly
- Academic Services Memos   Daily, Weekly, Monthly or As Needed
- Professional Development Training

PARENTS & EXTERNAL PARTNERSHIPS

- Special Education Advisory Committee   May 2018
- Special Education Parent Forum   1-2 times per year
- Special Education Ad Hoc Committee   Monthly
- Redesign Special Education Website   Launched in Fall 2017
- HISD Special Education Newsletter   Quarterly (Pending August 2018)
- Honor the Special Education Parent &   May 2019
  Advocate of the Year