

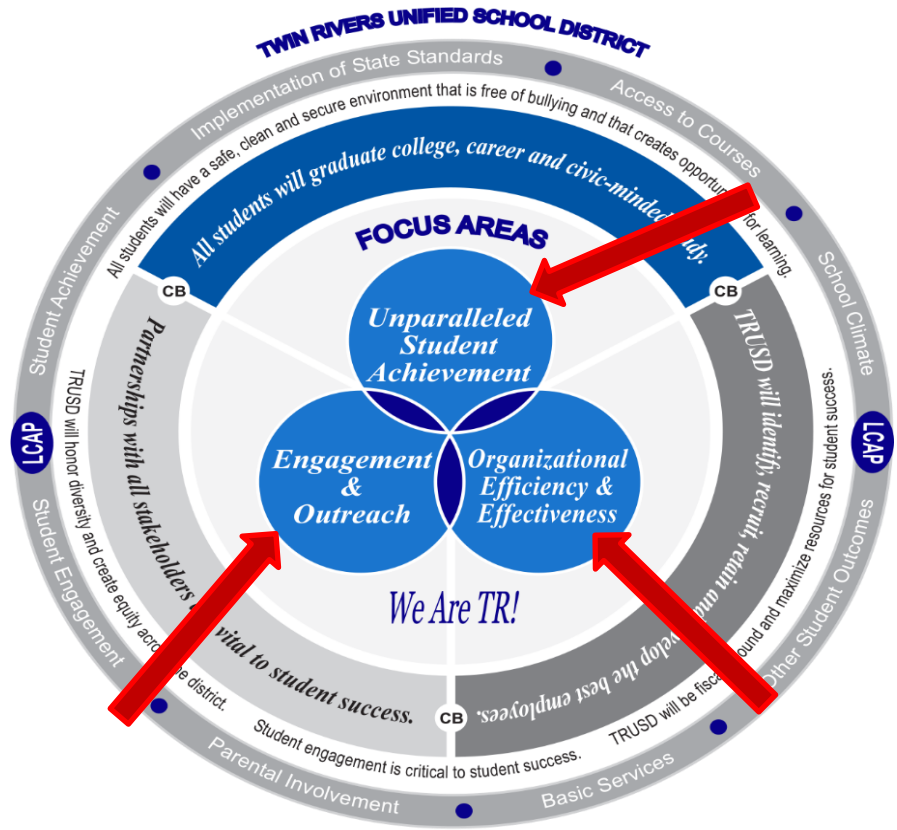
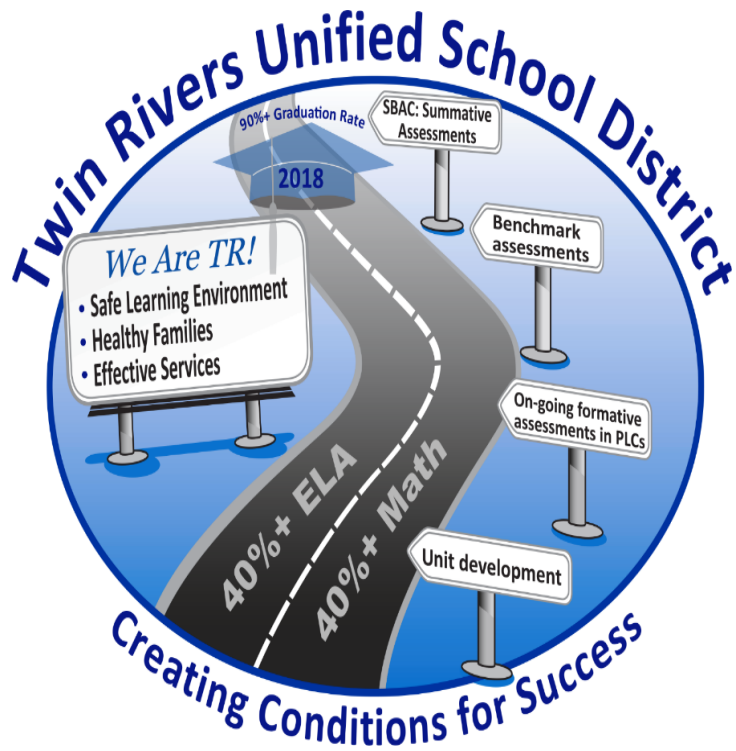


# Special Education: Annual Report

Kathleen Walker Executive Director, Special Education Services

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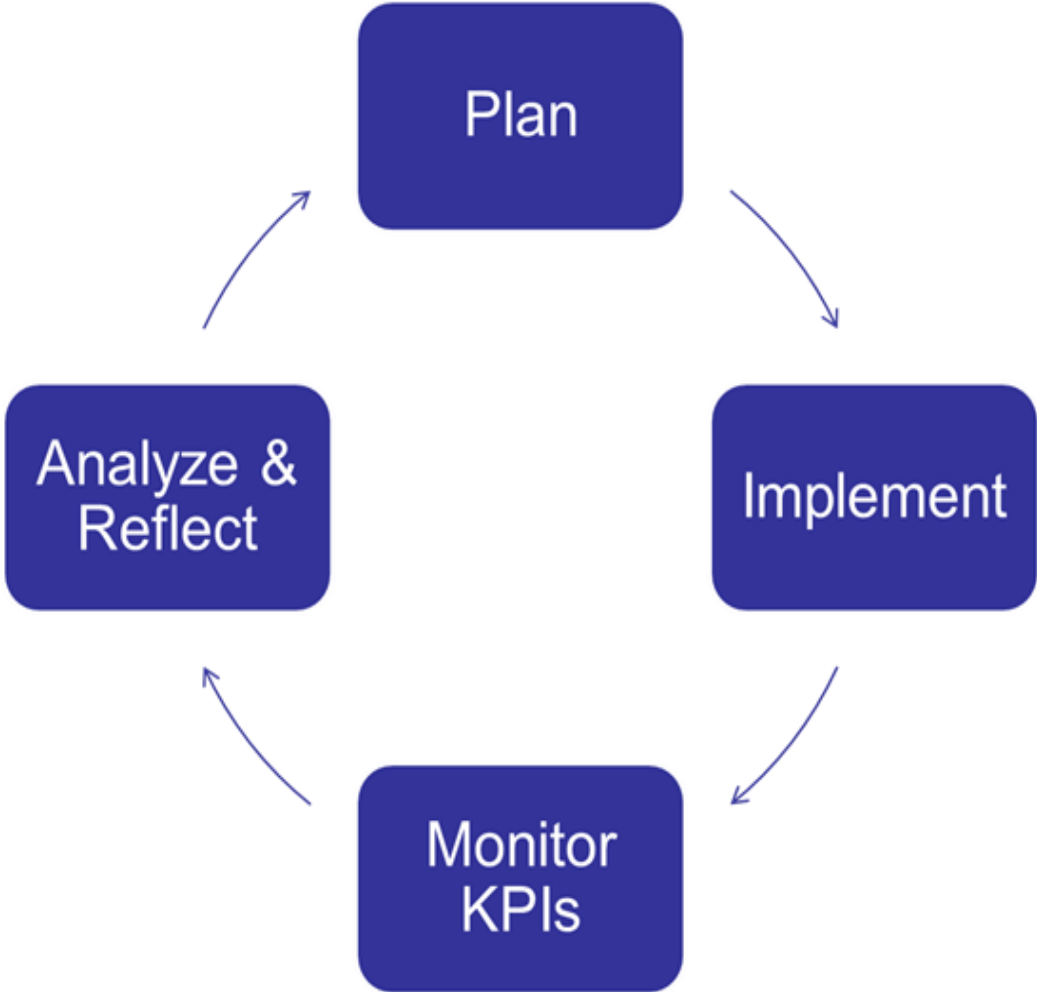


CB: TRUSD Core Beliefs  
 LCAP: California Local Control Accountability Plan / Eight State Priorities

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# Continuous Improvement



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# Purpose

- Provide an overview of special education Annual Performance Review by the State of California.
- Provide information on the areas identified by the state to be under review
- Provide overview of actions for improvement and next steps



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# Special Education Data Collection

## California School Dashboard



## Annual Performance Report (APR)

- 17 Indicators—Compliance (5), Performance (11) , Both (1)
- Compliance targets = 0 or 100
- Performance indicators are set in collaboration with various stakeholder groups

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# Annual Performance Indicator Categories

1. Graduation 4-Year Rate
2. Dropout 4-Year Rate
3. Statewide Assessment
4. Suspension/Expulsion
5. Least Restrictive Environment (LRE)
6. Preschool LRE
7. Preschool Assessments
8. Parent Involvement
9. Racial/ethnic Disproportionality
10. Disability Disproportionality
11. Eligibility Evaluation
12. Part C to B Transition
13. Secondary Transition Goals/Services
14. Post School
15. Resolution Session
16. Mediation
17. State Systemic Improvement Plan

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# Special Education Designation

Twin Rivers Comparison: <i>Students Overall and Students With Disabilities</i>	American Indian or Alaskan Native	Asian	Black or African American	Hispanic or Latino	Pacific Islander	White	Two or More Races	Total
Overall Students	0.8%	10.3%	14.6%	45.7%	1.6%	20.5%	4.8%	100%
Students with Disabilities	<b>1.2%</b>	<b>5.7%</b>	<b>19.2%</b>	<b>41.1%</b>	<b>1.0%</b>	<b>24.2%</b>	<b>5.2%</b>	<b>14.2%</b>

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# English Language Arts (ELA) Data

**Achievement Target = 14.9%**

**Achievement Rate = 9.2%**



SBAC English Language Arts	Meets/Exceeds 2016-17	Meets/Exceeds 2017-18	1-yr Change
Twin Rivers Students Overall	30.93%	35.06%	+4%
Students with Disabilities	6.92%	9.2%	+2.26%

**Participation Target = 95%**

**Participation Rate = 94.5%**



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# Math Data

**Achievement Target = 12.6%**

**Achievement Rate = 6.86%**

**Not Met**

SBAC Math	Meets/Exceeds 2016-17	Meets/Exceeds 2017-18	1-yr Change
Twin Rivers Students Overall	24.12%	26.79%	+3%
Students with Disabilities	6.47%	6.86%	+0.39%

**Participation Target = 95%**

**Participation Rate = 94.3%**

**Not Met**

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# College and Career Readiness Data

**Target  
90%**

Group	Graduation Rate				
	2013-14	2014-15	2015-16	2016-17	2017-18
Special Education	72.4%	71.4%	70.6%	76.0%	73.0%
TRUSD Overall	79.7%	84.6%	86.9%	85.9%	86.3%



**Target  
11.72%**

Group	Cohort Dropout Rate				
	2013-14	2014-15	2015-16	2016-17	2017-18
Special Education	25.24%	23.36%	18.47%	15.02%	7.7%
TRUSD Overall	15.3%	9.2%	8.5%	5.9%	8.5%
Sacramento County	10.7%	10.4%	10.2%	9.7%	9.9%
State of California	11.5%	10.7%	9.7%	9.1%	9.6%



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# TRUSD's Student Group Results on 2018 CA School Dashboard

	Chronic Absenteeism	Suspension Rate	Graduation Rate	College Career	ELA	Math
All	Orange	Orange	Yellow	Yellow	Yellow	Orange
African American	Red	Orange	Orange	Orange	Red	Red
American Indian	Yellow	Orange	N/A	N/A	Yellow	Yellow
Asian	Green	Green	Green	Yellow	Orange	Orange
Filipino	Green	Green	N/A	N/A	Green	Yellow
Hispanic	Orange	Yellow	Green	Yellow	Yellow	Yellow
Pacific Islander	Red	Yellow	N/A	N/A	Yellow	Orange
White	Yellow	Red	Yellow	Yellow	Orange	Orange
Two Or More Races	Yellow	Orange	Orange	Yellow	Yellow	Orange
English Learners	Yellow	Yellow	Yellow	Orange	Yellow	Orange
Foster Youth	Orange	Orange	Red	Yellow	Yellow	Orange
Homeless	Red	Yellow	Orange	Orange	Orange	Orange
<b>Students with Disabilities</b>	Orange	Orange	Orange	Red	Orange	Red
Socioeconomically Disadvantaged	Orange	Orange	Yellow	Orange	Yellow	Orange

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# Growth Areas

- **Math Achievement**
- English Language Arts Achievement
- **College and Career Readiness**
- Graduation Rate
- Compliance
  - ***Least Restrictive Environment (LRE)***
  - *Timelines*
  - *Disproportionality by Disability*

*Qualifies for Differentiated Assistance*

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# 2018-19 Monitoring Activities

- **Comprehensive Review:**
  - Disproportionality
    - Disability Areas
    - Disability
    - **Least Restrictive Environment (LRE)**
  - Data Identified Noncompliance: IEP Timelines
    - *Eligibility Determined in 60 Days*
    - *Part C to Part B IEPs*
- **Performance Indicator Review:**
  - **Least Restrictive Environment (LRE)**
    - *Less than 40% in regular class*
    - *Separate schools*
  - Math and English Language Arts Assessment Participation

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# Actions to Date

## ELA and Math Achievement

- Increased access to core curriculum and assessments
- Implementation of *Unique* curriculum and assessments for moderate/severe students
- Increased professional development (Targeted Sessions; Weekly Drop-in Support; Professional Learning Communities)
  - *Universal Design for Learning (UDL) strategies*
  - *Curriculum: Swun Math; College Preparatory Mathematics (CPM); Edgenuity*
  - *Accommodations and Modifications*
  - *Co-teaching*

## College and Career Readiness

- Increased credit monitoring
- 4- Year Plans
- Articulation between case managers and school counselors
- Increased participation in *WorkAbility Program*
- *Professional Development*
  - *4 Year Plans*
  - *Understanding Student Transcripts*

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# Actions to Date

## Compliance Monitoring

- Updated Procedure Manual
- Weekly Compliance Checks
- Email Reminders and Calendar Invites for Requirements and Events
- Increased monitoring of attendance—out of district placements
- Increased professional development (Targeted Sessions; Weekly Drop-in Support; Professional Learning Communities)
  - *Disability Awareness*
  - *Strategies to support general education teachers*
  - *Case management and Individual Education Plan (IEP) development*
  - *Policies, Procedures and Timelines*
  - *Co-teaching*
  - *Behavior Intervention and CHAMPS*

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# Next Steps

## ELA and Math Achievement

- Identify and target learning gaps
- Increase intervention opportunities
- Identify resources to support intervention
- High School Course Development--Consumer Math and Math Foundations Pilots
- Curriculum Support Class refinement
- Professional Development
  - Core curriculum
  - Universal Design for Learning Strategies
  - Assessment Accommodations and Modifications

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# Next Steps

## College and Career Readiness

- Increase opportunities for credit recovery
- Increase credit and attendance monitoring-out of district placements
- Increase transition coaching
- Increase participation in CTE Pathways
- Increase WorkAbility Partnership
- Increase opportunities collaboration between case managers and counselors
- Professional Development
  - 4 Year Plans
  - Graduation Pathways
  - Transition Plan Development and Support

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# Next Steps

## Compliance Monitoring

- On-going Progress monitoring
- Professional Development
  - Least Restrictive Environment
  - IEP Development
  - English Language Arts and Math Standards
  - Standards aligned IEP goals

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Thank You!

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