Roadmap Update & Community Advisory Committee for Special Education

2018/19 Updates

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CAC Members

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Our Students 2013-2018

YEAR	TOTAL # OF STUDENTS
DECEMBER 2013	5,085
DECEMBER 2014	5,288
DECEMBER 2015	5,315
DECEMBER 2016	5,458
DECEMBER 2017	5,974
OCTOBER 2018	6,200

Our Students

Student Enrollment

We serve students in:

→ Public schools

→ Homes

→ Hospitals

→ Nonpublic schools

→ Community-based instruction

6,200 eligible students

869 pending records, which include students being assessed, new enrollees from other districts, and proposed assessments.

16.5% of all students in OUSD have an IEP

The Special Education Road Map

Goal One
Improved Student Performance

Goal Four
Data-Driven Community Engagement

Goal Two
General Education SEL Collaboration

Goal Five
Hiring and Retaining Staff

Goal Three
Optimal, Safe Learning Environments

Goal Six
Improvement in District Compliance

Where are we now?
Goal ONE

Goal One
Increase student performance through:

Implementation of appropriate curriculum

Access to technology

Professional Development and coaching for teachers

All moderate and moderate-severe classrooms have anchor standard-aligned, comprehensive curriculum.

We have shifted from Program Specialists to Instructional Coaches to provide more direct coaching and instructional support to our special educators.

Our Elementary and Secondary SpEd teams have developed a PD schedule for all teachers and support staff. All teachers will receive monthly PD based on feedback and choice topics.

Our AT team has provided access to technology and support in its implementation as an instructional access tool for students with disabilities.

Where are we now?
Goal Two

Goal Two
Collaborate with general education partners to reduce eligibility under Emotional Disturbance and referral for mental health programming for students identified as Black/African American

Eligibility under ED has reduced from 6.2% to 5.2% of all students with IEPs.

This year, we have been moved out of Significant Disproportionality status with CDE.

We are continuing to build our partnership with behavioral health and school teams, including participation on COST/SST teams and collaborative PD.

The SpEd Leadership team did a 3 day Professional learning series for all Central staff and each department set goals for partnering with SpEd on reducing the number of referrals

Where are we now?
Goal Three

Goal Three
Provide access to optimal learning environments by:

Establishing effective models for students with IEPs

Transitioning students to become college, career, and community ready

We opened new inclusion programs at Claremont and Howard to further build our continuum of inclusive practices.

Increased the number of students in regular education settings for at least 50% of their day to 64% from 60% in '15-'16.

Our Mental Health programs are implementing more inclusive practices by mainstreaming students into the General Education. Bridges & Howard are 2 examples.

This year, our Department will be drafting curriculum for a Transition-focused L1 elective class for high school students.

Where are we now?
Goal Four

Goal Four
Build quality and accountability through:

Use of data to inform practices

Community collaboration and engagement

Our department and central leaders have analyzed data by sub group and set goals for our SWD as indicated in the LCAP

All central department staff have received training on using OUSD Data Dashboards, and teams review data monthly.

This year, we are focusing on more consistent and thorough outreach to families through online newsletters and calls to increase CAC participation.

Where are we now?
Goal Five

Goal Five

Hire and retain quality staff by

Ensuring timely, collaborative evaluations

Providing PD opportunities

Maintaining appropriate staffing levels

Reducing reliance upon nonpublic agency contractors

We have reduced LVNs from over 40 in 2014 to 13 in 2018 through development of a paraeducator training program.

Department administrators are evaluating all certificated internal staff and partnering with site leaders on classified evaluations at schools.

Our C to T program has continued to support paraeducators and ISSs in becoming certificated teachers.

Currently, we are developing a grant-based Special Education residency with partnership from Charters and Alder Graduate School.

Where are we now?
Goal Six

Goal Six

Improve district compliance through systems for IEP compliance monitoring and timely responses to issues and complaints, resulting in a reduction in due process requests and settlements.

For 16-17, we reduced past-due IEPs reported to CDE.

We moved out of verification review monitoring with CDE due to increases in on-time IEPs.

Our compliance TSA and administrators monitor monthly data by site and case manager to provide proactive support with case managers fall behind.

Each one of our Network Superintendents is monitoring Network compliance by reviewing monthly reports with principals and setting goals for improvement.

Next Steps for Ongoing Improvement: Incidence Rates and the LRE

Over 600 Open initial assessments

42% Students with IEPs who identify as Black/African American

Challenge Area: Incidence of students with IEPs continues to increase despite flat or declining overall attendance.

Challenge Area: While eligibility under ED has decreased, students who identify as Black/AA are still far more likely to be referred for Special Education.

Next Steps: Ongoing collaboration with partner departments and school sites to invest in pre-referral interventions, Universal Design implementation, and development of a true multi-tiered system of supports.

Academic Performance Analysis

Students in SPED are 2x more likely to not meet standard than students not in SPED

Students in SPED are 4-5x less likely to meet or exceed standard than students not in SPED

EIEMEN TARY Summa ry

The number of students in inclusion settings **has Increased**.

Special Ed represents approximately half of suspensions in our Elementary Networks, but only 14 % of the population

Students in Special Education have significantly lower academic outcomes

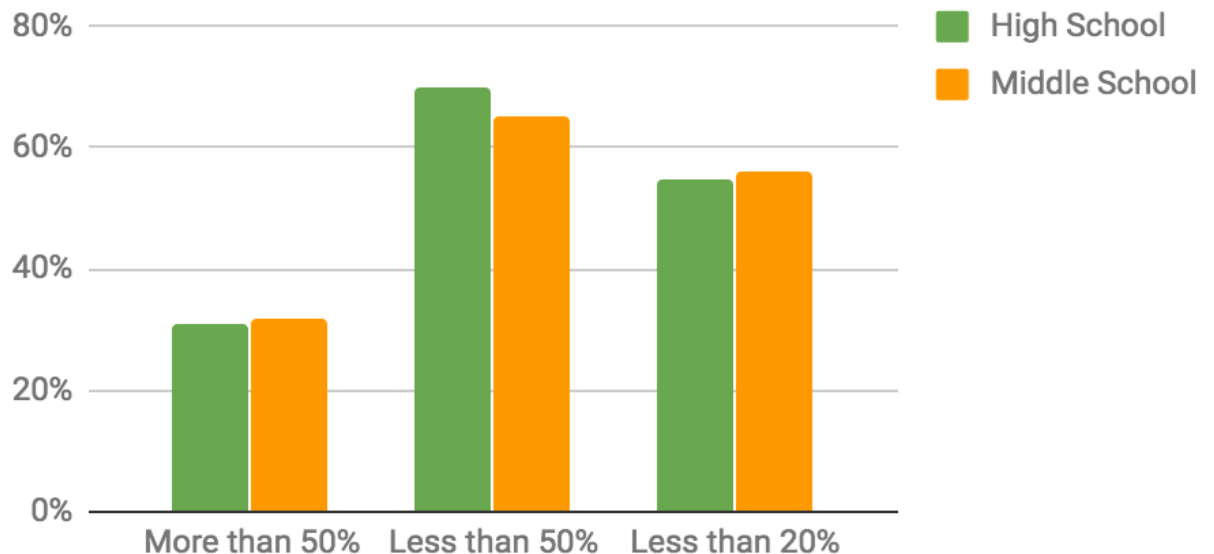Significant Disproportionality for Students in SPED based on race

African American Students are identified at a higher rate for SPED, which also has a higher rate of suspensions and poor academic performance

Where are our secondary students served?

Most students across grades 6-12 participate in general education for more than half of their instructional day (i.e. in resource and inclusion programs).

Students by Percent of Time in Special Education

Legend:
- High School (green)
- Middle School (orange)

Categories: More than 50%, Less than 50%, Less than 20%

Though our rate of students spending half of their day or more in regular education is commensurate to statewide averages, we continue to surpass state and national averages for students in SDCs more than half of their day.
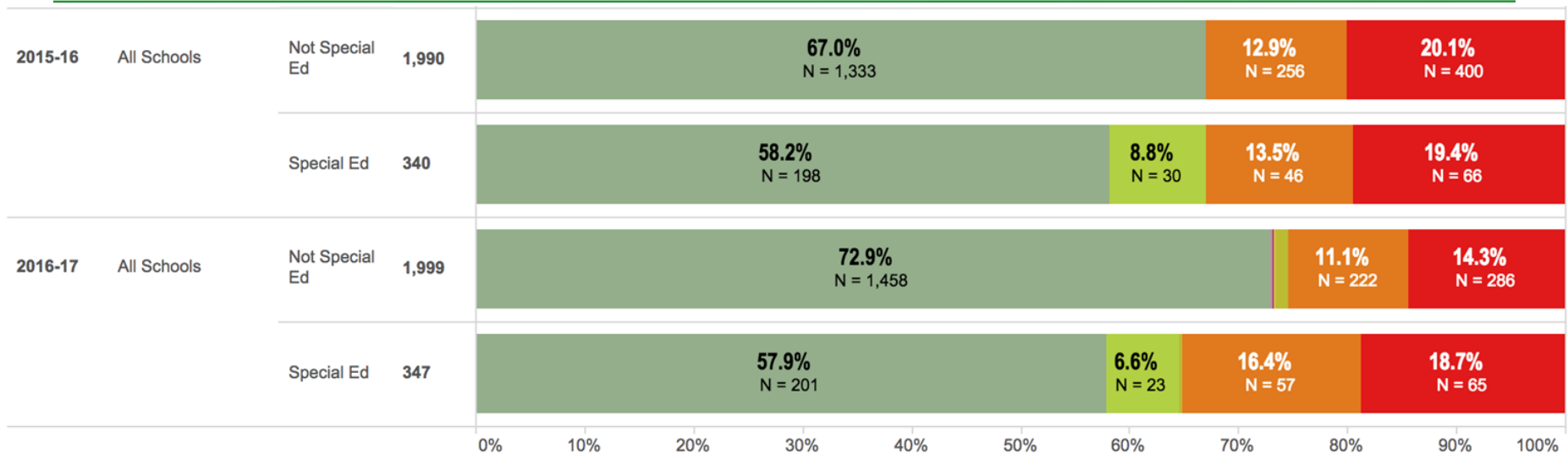
Secondary Achievement

SBAC scores across grades 6-8 indicate far lower overall achievement among students with IEPs.

2017-18 scores showed improvement compared to the prior year in grade 7 math and decline in multiple grades' ELA scores.

Math achievement was lower than ELA across both groups.

High School Programs: Graduation

2015-16	All Schools	Not Special Ed	1,990	67.0% N = 1,333		12.9% N = 256	20.1% N = 400
		Special Ed	340	58.2% N = 198	8.8% N = 30	13.5% N = 46	19.4% N = 66
2016-17	All Schools	Not Special Ed	1,999	72.9% N = 1,458		11.1% N = 222	14.3% N = 286
		Special Ed	347	57.9% N = 201	6.6% N = 23	16.4% N = 57	18.7% N = 65

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Last year, **57.9%** of students with IEPs graduated with a diploma, compared with 72.9% of students without IEPs.

Almost **one in five** students with IEPs dropped out of school last year.

Secondary Summary

The number of students in inclusive settings has Increased and remains commensurate to state and national rates.

The Unexcused Absence rates for students with IEPs decreased across secondary schools last year.
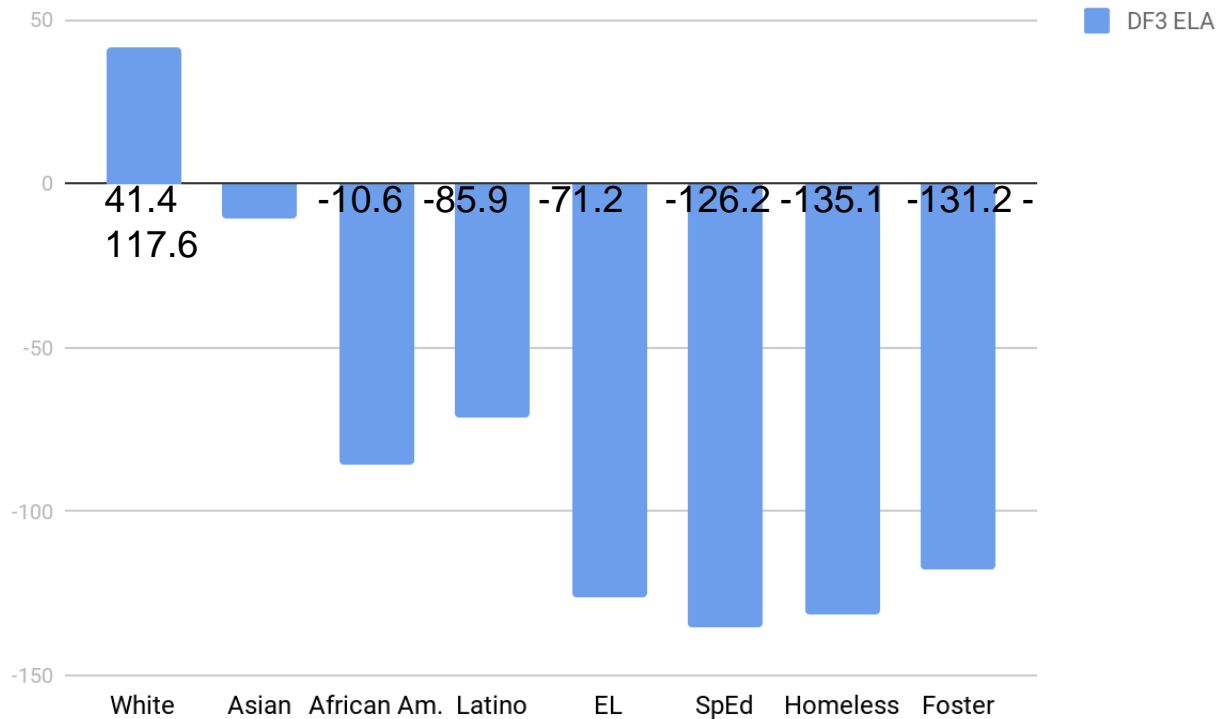
Students with IEPs are still subjected to DISCIPLINE at very disproportionate rates, including for reasons other than violence.

Graduation remains an area of need, as 19% of students with IEPs dropped out last year.

Academic Achievement for students with disabilities remains far below typically-developing peers
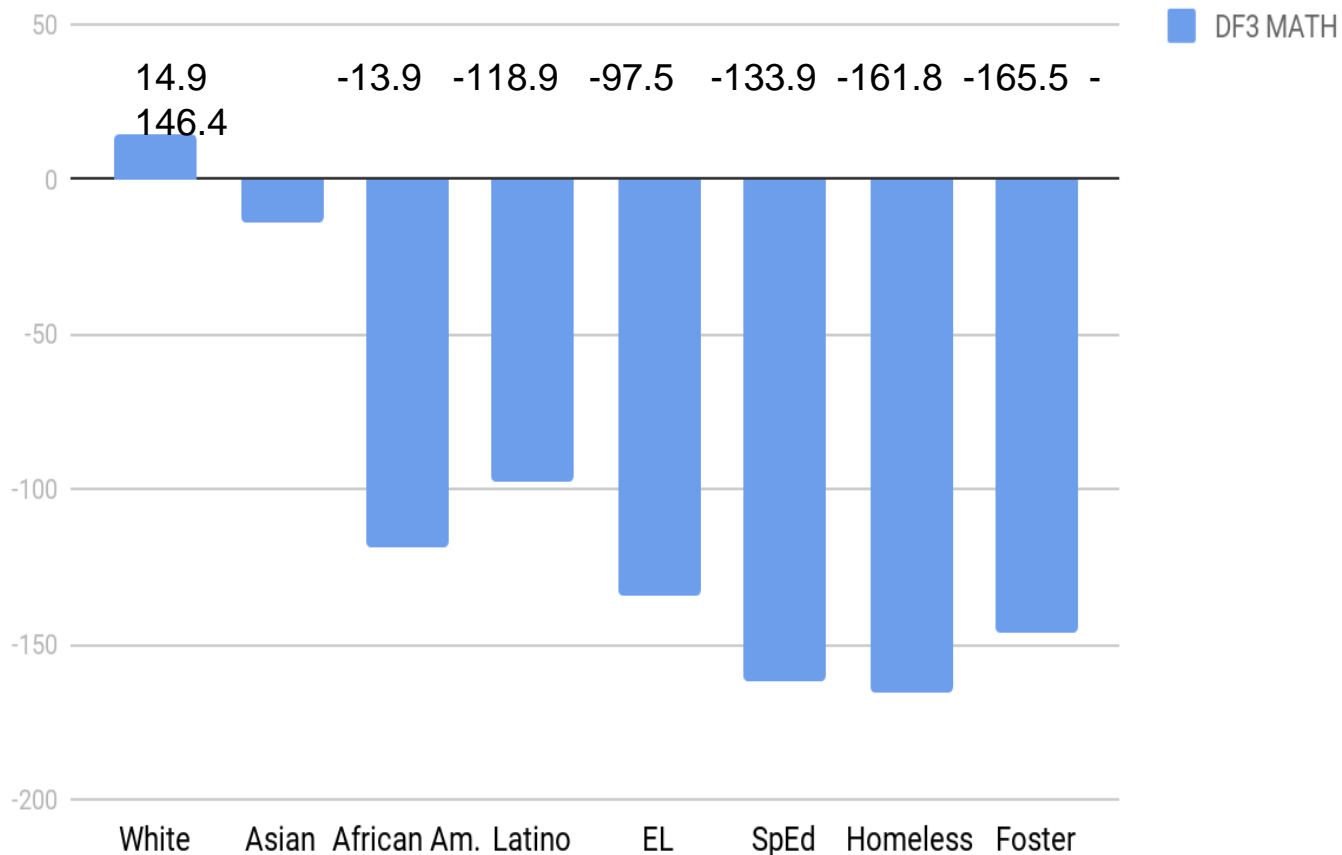
ELA Achievement by Group

SBAC

ELA

DF3

Math Achievement by Group

Points scored

Chart values (DF3 MATH): White 14.9, Asian -146.4 (labeled), African Am. -13.9, Latino -118.9, EL -97.5, SpEd -133.9, Homeless -161.8, Foster -165.5

SBAC MATH

DF3

Community Advisory Committee

What is the CAC?

California Education Code §56194

Under legislative mandate, the CAC provides the vehicle for active community involvement in:

→ Collaborate on development and review of the SELPA Local Plan for Special Education

→ Provide parent education and liaise with OUSD parent groups

→ Advocate for positive changes in the educational system at both the local and state levels

→ Representatives function in an advisory capacity to the Governing Board.

What does the CAC do?

Recommend priorities to be addressed by Special Education Plan Area leadership.

Encourage parents and community members to provide feedback and participate in the review of the local plan.

Support awareness and development of activities to support individuals with disabilities.

CAC MEMBERSHIP

CAC Membership 2018-2019
9 Voting Members

12 Parents
3 Teachers
2 Community Members
2 Students

CAC Topics for 2018/19

Date	Topics
September 10, 2018	● SpEd Team Introduction and overview of Menu of Supports & Org Chart ● District & School Site Engagement Activity
October 16, 2018	● Candidates Forum
November 5, 2018	● DREDF Training ● Trauma Informed Practice PD by MH Provider
January 14, 2019	● LCAP Study Session
February 12, 2019	● Intelligent Lives Screening & Discussion
March 11, 2019	● Young Adult Program Presentation ● Transition Orientation
April 8, 2019	● Disability Awareness Presentation ● Certificate of Completion/Diploma Track
May 20, 2019	● Budget Updates & End of the Year Celebration

Goal #1 District & School Site Engagement

- CAC Members & Special Education Staff will schedule 2 monthly school site visits to learn about site based SpEd Engagement
- One school site representative will present at each CAC Meeting to discuss site based engagement and parent involvement in relation to SpEd supports and activities
- Families will share their stories and experience with involvement at their school sites.

Goal #2
Strategies to Increase Parent Participation

- Meet with parents at targeted sites to learn about their experiences with the school community.
- Engage with families with multiple modes of communication (newsletters, calls, visits...etc)
- Partner with principals and other departments on family and community engagement.

Goal #3 Professional Development and Trainings for Families

- We are offering families trainings and access to resources at our CAC Meetings.
- Community Members will have access to Intelligent Live screening/discussion.
- DREDF and our Mental Health providers are providing trainings throughout the year to our families in various areas based on parent survey feedback.

EVERY STUDENT THRIVES!

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Community Schools, Thriving Students

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