Intervention Services Updates
SB 568 Report

Stephanie Flores, Executive Director of Intervention Services

Intervention Services Overview

Special Education

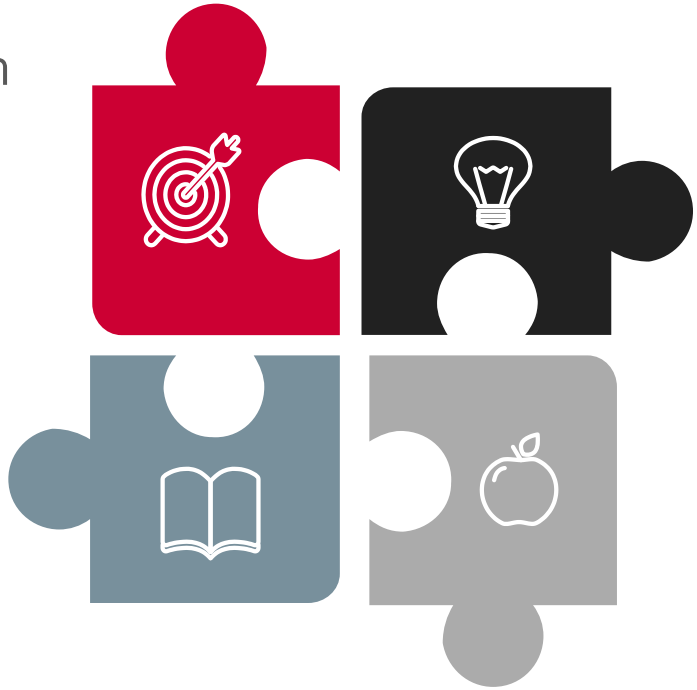
Eligibility based on disability and a need for Specially Designed Instruction

1,762 learners
13% of CISD

Dyslexia

Services and therapy for learners with Dyslexia, general education screeners and evaluation

840 Learners
222 Direct Dyslexia Services



Section 504

Eligibility based on disability or impairment that substantially limits major life activities

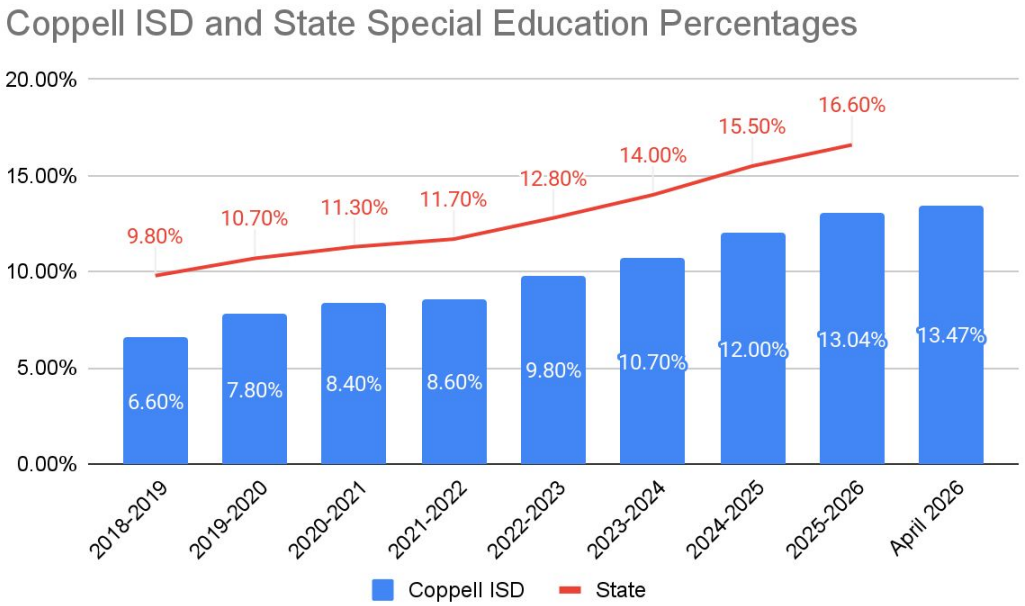
738 learners
5.4% of CISD

Early Childhood

Includes PreKindergarten (ages 4-6) and Early Childhood Special Education (ages 3-6)

273 in PreKindergarten (PK)
62 Early Childhood Special Education (ECSE)
6 campuses

Intervention Services



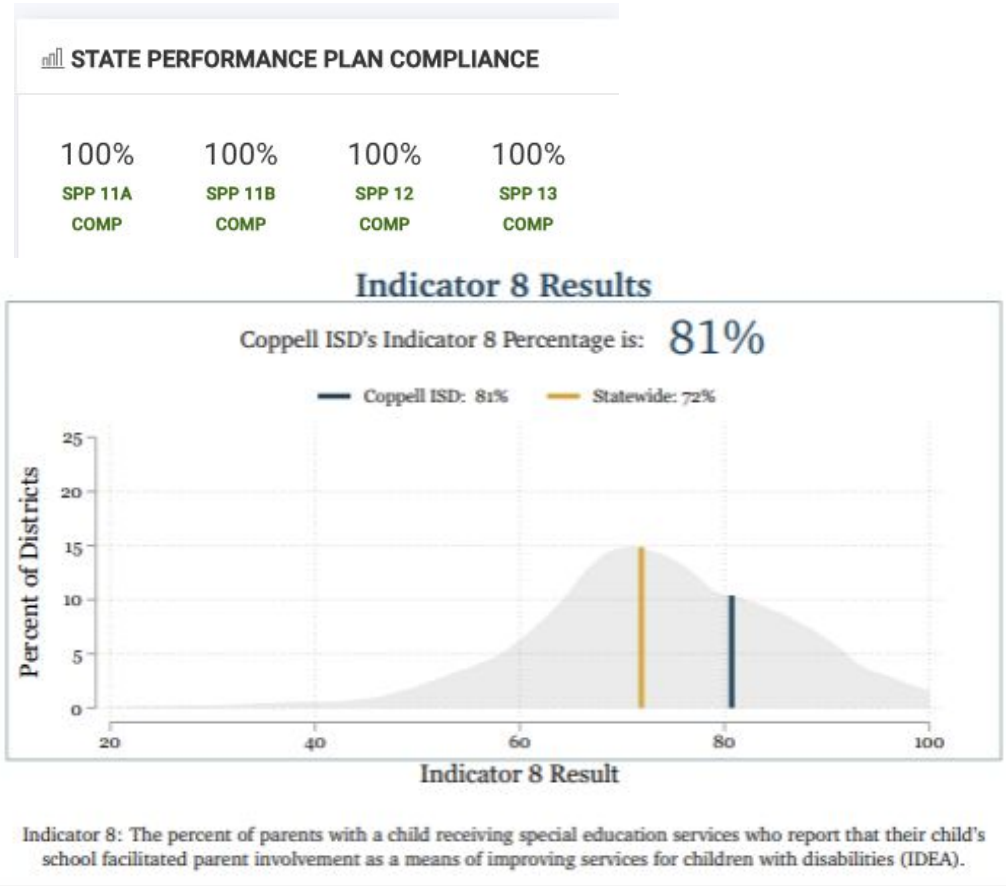
This figure shows the steady rise in the percentage of students enrolled in special education at CISD since 2018-19. The percentage has increased significantly over the last seven years, mirroring the trend in the state average. CISD remains approximately 3% below the state average. The National Average is 15.2%.

Compliance and Reporting: SPP

State Performance Plan (SPP) Indicators

Annual Report Card

Key Indicators:
Timely Evaluations (ChildFind)
Early Childhood Outcomes
Post-Secondary Transition



Indicator 8: The percent of parents with a child receiving special education services who report that their child's school facilitated parent involvement as a means of improving services for children with disabilities (IDEA).

Compliance and Reporting: RDA

Results-Driven Accountability (RDA)

Performance & Outcomes for Special Populations

Key Indicators:
STAAR
Graduation
Discipline
Disproportionality

Performance Level Summary by Each Program Area

	2024 Performance Level Counts								
	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP
BE/ESL/EB	21	1				*4*	*1*	*3*	
OSP	10							*2*	
SPED	19	3						*10*	3

Determination Levels

For information about LEA Determinations visit Local Education Agency Public Reporting; Reports and Determinations or contact the Office of Special Populations and Monitoring (OSPM) at (512)463-9414.

	Determination Level
BE/ESL/EB	Meets Requirements (DL 1)
OSP	Meets Requirements (DL 1)
SPED	Meets Requirements (DL 1)

While the majority of areas fall in the performance level 0 or 1, and the district has an overall Determination Level of 1, there are areas of significant disproportionationality to address.

District Improvement Plan and Strategic Support Plan

District Improvement Plan
Goal 1: Performance Objective 2

Strategy 8 :
Continue implementation plan for significant disproportionality
Identification of Asian learners with Autism
Placement of Asian learners in Self-contained setting
Discipline of Hispanic and African American learners

Strategy 10 :
Revise implementation guidelines for Special Programs in the least restrictive environment
Creation of new program, AIM

Special Education
Strategic Support Plan
Action Steps

11 Representation :
Evaluation Review Panels
Professional Learning

13 Placement:
Least Restrictive Environment (LRE) focus on more to less restrictive settings

Create a new program (AIM) for learners to increase academic, communication, social and behavior needs.

15 Discipline:
Support campus discipline procedures and data review with Assistant Principals

AIM - Achieving Independence and Momentum





AIM Focus: To bridge the gap between specialized support and the general education environment, ensuring students can successfully generalize their skills in inclusive elementary settings.

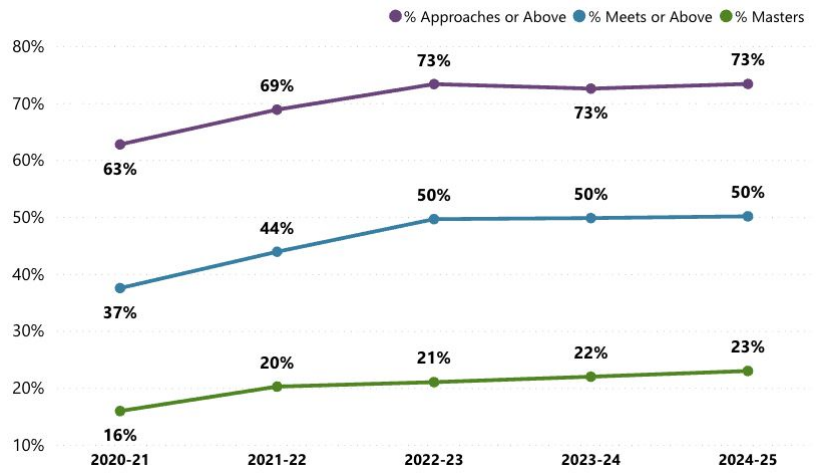
Outcomes in Instructional Setting and Academic Growth

	General Education more than 50%
Beginning of the Year	47.3%
Current	61.1%

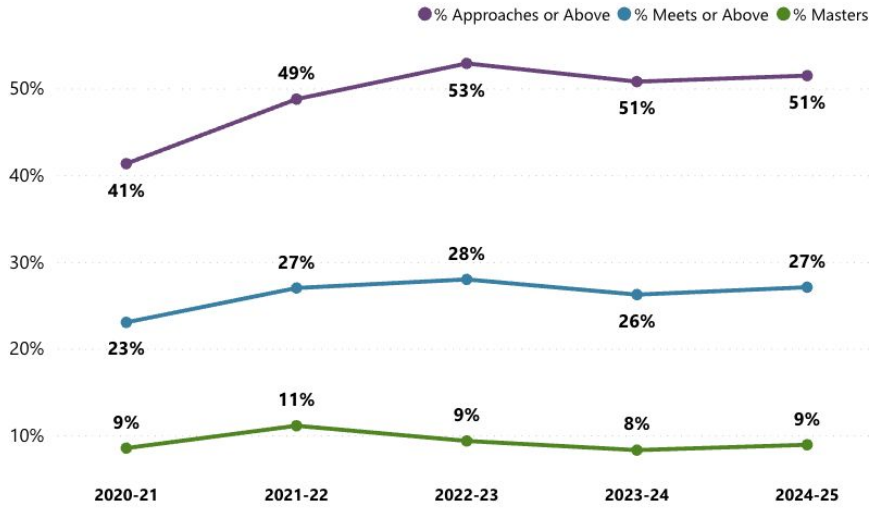
	Learners who showed growth from BOY to MOY
NWEA MAP English	70.5%
NWEA MAP Math	91%
mClass	100%

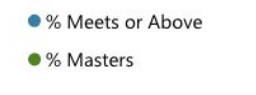
STAAR and STAAR Alt2 - Special Education

Coppell ISD Special Education



Texas Special Education

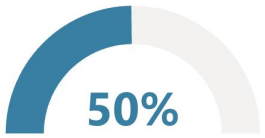




At Approaches GL Standard or Above

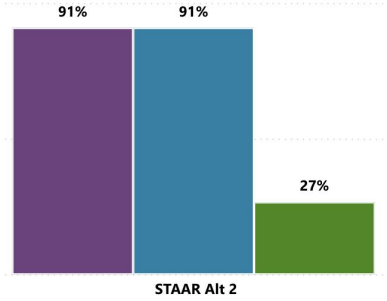


At Meets GL Standard or Above



At Masters GL Standard





Special Education Graduation Rates





Special Education graduation rates include IEP Continuers, who are students remaining enrolled beyond four years to meet transition goals and are officially counted as graduates upon completion of their individualized programs.

College, Career, and Military Readiness - Special Education

CCMR COPPELL ISD SPECIAL EDUCATION	2022-2023	2023-2024	Trend
Career, College or Military Ready (CCMR)	73.6%	**91.2%**	▲ +17.6%
Met TSI Criteria (Both Subjects)	15.1%	**19.3%**	▲ +4.2%
IEP & Workforce Readiness Completion	11.3%	**19.3%**	▲ +8.0%
Dual Credit Course Participation	3.8%	**7.0%**	▲ +3.2%
Industry Based Certification (IBC)	7.5%	**7.0%**	▼ -0.5%





CCMR is an area of growth in Special Education. We expect to continue to make progress in this area by expanding inclusive opportunities.