SPECIAL EDUCATION UPDATE

March 2, 2021

Douglas County School District

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Annual AU Determination

*2018 - Determination comprised of 75% compliance, 25% results

*2019 and 2020 - Determination comprised of 50% compliance, 50% results

Color Key:
Green = Meets requirements in implementing the IDEA
Yellow = Needs assistance in implementing the IDEA
Red = Needs intervention in implementing the IDEA

	2018	2019	2020
AU Determination	Meets Requirements	Meets Requirements	Meets Requirements
Compliance Score	Meets Requirements	Meets Requirements	Meets Requirements
Results Score	Meets Requirements	Meets Requirements	Meets Requirements

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AU Determination - Percentile Rank in Colorado

Students with disabilities (SWD) in DCSD are performing better than x percent of students with disabilities in Colorado.

Color Key:
Blue = top 10% of AUs in the state (based on 15-16 cut scores)
Green = upper middle 40% of AUs in the state (based on 15-16 cut scores)
Yellow = lower middle 40% of AUs in the state (based on 15-16 cut scores)
Red = lowest 10% of AUs in the state (based on 15-16 cut scores)

	2018	2019	2020
SWD CMAS ELA Mean Scale Score	84th percentile	85th percentile	86th percentile
SWD CMAS Math Mean Scale Score	80th percentile	86th percentile	87th percentile
SWD CMAS ELA Growth	66th percentile	88th percentile	83rd percentile
SWD CMAS Math Growth	65th percentile	91st percentile	93rd percentile

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	2018	2019	2020
Alternate Assessment ELA Proficiency Rate	88th percentile	89th percentile	73rd percentile
Alternate Assessment Math Proficiency Rate	73rd percentile	81st percentile	82nd percentile
SWD Graduation Rate	80th percentile	76th percentile	72nd percentile
SWD Dropout Exiter	71st percentile	70th percentile	57th percentile
SWD Post Secondary Outcome	72nd percentile	44th percentile	81st percentile

2018 CDE Growth Summary Report

	DCSD MGP for SWD	State MGP for SWD	DCSD MGP for all students
CMAS ELA	47.0	42.0	53.0
CMAS Math	50.0	43.0	55.0
PSAT/SAT Reading and Writing	52.0	43.0	65.0
PSAT/SAT Math	51.0	38.0	62.0

* A Median Growth Percentile at or above 50, is assigned "Meets" on the state's Performance Frameworks

CMAS Growth Report: https://cedar2.cde.state.co.us/documents/Growth2018/DistrictSummary/CMAS/2018-0900.pdf
SAT Growth Report: https://cedar2.cde.state.co.us/documents/Growth2018/DistrictSummary/SAT/2018-0900.pdf

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2019 CDE Growth Summary Report

	DCSD MGP for SWD	State MGP for SWD	DCSD MGP for all students
CMAS ELA	47.0	43.0	52.0
CMAS Math	53.0	44.0	56.0
PSAT/SAT Reading and Writing	46.0	36.0	55.0
PSAT/SAT Math	52.0	45.0	60.0

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CMAS Growth Report: https://cedar2.cde.state.co.us/documents/Growth2019/DistrictSummary/CMAS/2019-0900.pdf
SAT Growth Report: https://cedar2.cde.state.co.us/documents/Growth2019/DistrictSummary/SAT/2019-0900.pdf

DCSD Monitoring Report - Board Goal Academic Excellence

District Level 3rd Grade MoY i-Ready Reading Diagnostic Results for Students with Disabilities

Category	At or Above Grade Level	One Grade Level Below	More Than One Grade Level Below
Students with Disabilities	32%	23%	45%
Non-SwD	79%	14%	7%

* Standard View = Students scoring early, mid, or late on grade-level standards are identified as at grade level.

District Level 3rd Grade MoY i-Ready Reading Diagnostic Growth Results for Students with Disabilities

Category	Percent Progress to Annual Typical Growth (Median)	Percent of Students Who Have Already Met Typical Growth	Percent of Students with Improved Placement
Students with Disabilities	60%	37%	44%
Non-SwD	71%	39%	48%

* Typical Growth = The average growth of students at each grade and placement level based on millions of students' data collected by Curriculum Associates (i-Ready).
* Curriculum Associates identifies 50% median as a benchmark score for Middle of Year (MoY) and 100% median as a benchmark score for End of Year (EoY).

DCSD Monitoring Report - Board Goal Academic Excellence

Percentage of students with disabilities enrolled in advanced math classes in middle school

Student Population	Number and Percent of Students in Middle School Geometry	Number and Percent of Students in Middle School Algebra	Number and Percent of Students in Middle School Accelerated Mathematics
Students with Disabilities	3 (0.24%)	9 (0.71%)	12 (0.95%)
Non-SwD	279 (3.16%)	1216 (13.77%)	1114 (12.61%)

Interpretation of Data and Targeted Area for Improvement

Interpretation

- Students with disabilities in DCSD are performing well in achievement and growth when compared to students with disabilities in the state.
- Students with disabilities in DCSD have a lower growth than non-diabled students in DCSD.
- Growth in ELA is lower than growth in math for students with disabilities in DCSD.

Plan for Improvement

- Growth in ELA (literacy) for students with disabilities is an area targeted for improvement.
- Plan for improvement over the next 3 years will include:
  1. A systemic approach to the selection of core and supplemental literacy curricula
  2. Review and evaluate literacy programs in alignment with READ Act
  3. Prioritizing training in literacy (READ Act, supplemental curricula/intervention, and secondary literacy)
  4. Expansion of alignment in interim assessments across schools for progress monitoring
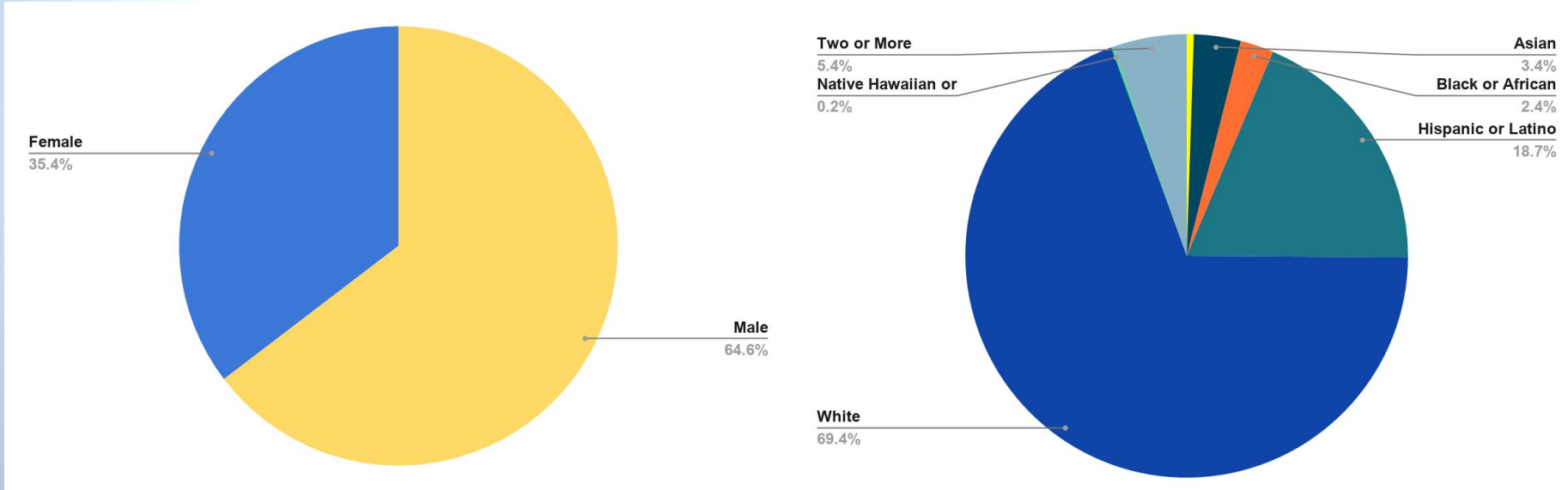 5. Evaluation of RtI processes and targeted interventions in schools

Special Education December Student Count

Year	Douglas County Student Count	Douglas County % Special Education	State % Special Education
2014	6611	9.91%	10.26%
2015	6775	10.13%	10.42%
2016	6974	10.34%	10.67%
2017	7260	10.74%	11.06%
2018	7538	11.15%	11.37%
2019	7775	11.55%	11.80%
2020	7533* preliminary	Not yet published	Not yet published

*Ages 3-21 all schools

Student Enrollment by Gender and Racial or Ethnic Category
2020 December Count Submission

Female
35.4%

Male
64.6%

Two or More
5.4%

Native Hawaiian or
0.2%

Asian
3.4%

Black or African
2.4%

Hispanic or Latino
18.7%

White
69.4%

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Student Enrollment by Disability Category
2020 December Count Submission

Intellecutual Disability
1.8%

Serious Emoitional Dis.
5.3%

Specific Learning Dis.
39.1%

Hearing Impaired
0.8%

Speech Language
15.2%

Multiple Disabilities
4.6%

Development Delay
9.4%

Autism
10.4%

Traumtic Brain Injury
0.3%

Other Health Impairment
12.7%
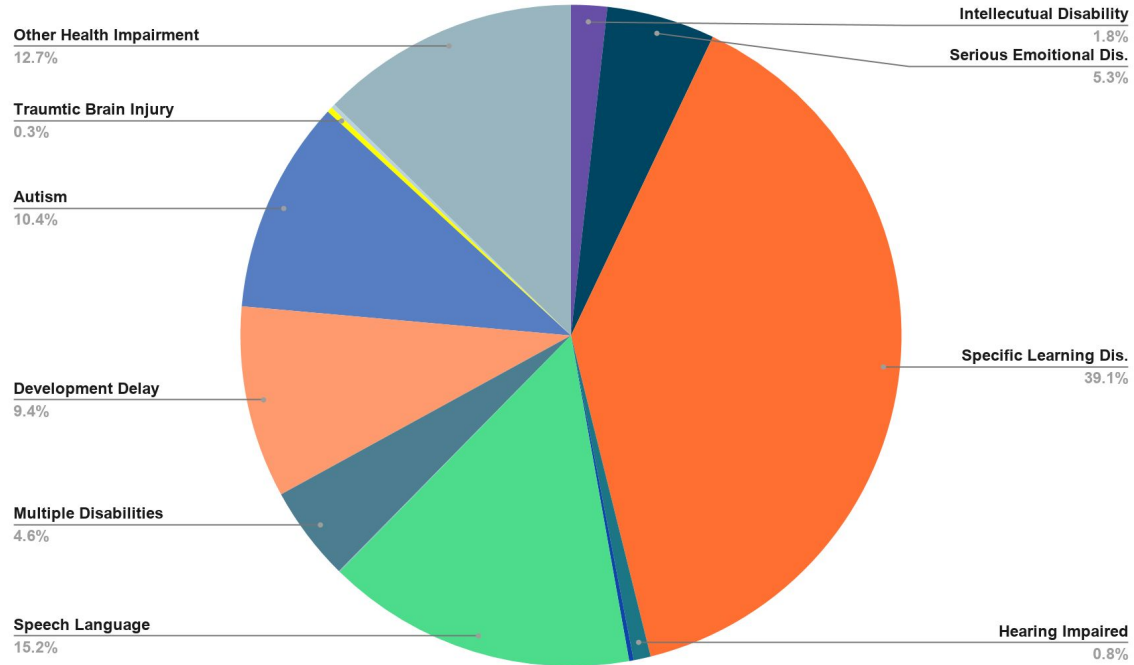
Is DCSD disproportionate in discipline, identification, or disability?

Color Key:
Green = Meets requirements in implementing the IDEA
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	2018	2019	2020
Indicator 4a: Significant discrepancy in rate of suspension/expulsion from state rate	No	No	No
Indicator 4b: Significant discrepancy in rate of suspension/expulsion from the state by race and ethnicity	No	No	No
Indicator 9: Disproportionate representation of racial and ethnic groups in special education due to inappropriate identification	No	No	No
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification	No	No	No

Least Restrictive Environment (LRE) Data

Indicator 5a - Percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day.

	2018	**2019**	**2020**
DCSD	76.7%	77.8%	78.8%
State Target	>71.7%	>71.7%	Not yet determined

- Importance of monitoring LRE:
  - Students with disabilities have higher achievement and growth when exposed to grade level standards and best, first instruction to the greatest extent possible.

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Interpretation of Data

- The percentage of students with IEPs in DCSD has steadily increased over time while consistently staying below the state average.
- DCSD is proportionate in the rate of suspension/expulsion of students with disabilities when compared to the state.
- DCSD has proportionate representation of racial and ethnic groups in the identification of students with disabilities for special education and in disability categories when compared to the state.
- DCSD exceeds the state target in Least Restrictive Environment (LRE).

Special Education Task Force

The 2018 special education task force work provided a meaningful opportunity for staff and parents to interactively collect perception data that has been used to guide strategic planning, continuous improvement, professional development, and family, school, and community partnering. In addition to the recommendations in the Hanover Research report, focus group of community members identified 5 themes they felt were especially important from the 2018 survey results.

- Training
  - Professional development should be tailored to what staff need, and should be adapted to changing needs over time.
  - Parents are interested in training and collaborating with schools.
- Staffing
  - Staff need time for collaboration.
  - Consistency of practices across schools is important to parents.
- Funding
  - Survey respondents identified priorities for spending.
- Communication
  - Parents are interested in more awareness and information about programs available in schools, processes related to special education, and services.
  - Parents want ongoing feedback about their child's progress.

Impact

Prior to Task Force	After Task Force	Future Focus
• Staff and parent training needs	• Training is responsive to staff and parent needs	• Action plan to increase growth in ELA
• Lack of consistency across schools	• Resources added and using a systemic approach to addressing consistency in priority areas	• SEL implementation guide for K-12
• Need for resources		• Increase alignment in progress monitoring tools
• Gaps in universal and targeted SEL	• Improvement in universal and targeted SEL	• Focused professional development plan and monitoring impact
• Limited parent engagement opportunities	• Improvement in progress monitoring	• Ongoing parent engagement
• Need for information about students' progress	• Increased parent engagement opportunities	• Integrate parent feedback in continuous improvement

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