



Greenville ISD 2023 Results Driven

Accountability

Special Education

Results Driven Accountability (RDA) Overview



The RDA framework consists of indicators for three program areas:

- Bilingual Education/English as a Second Language & Emergent Bilingual (**BE/ESL/EB**),
- Other Special Populations (**OSP**),
- Special Education (**SPED**).

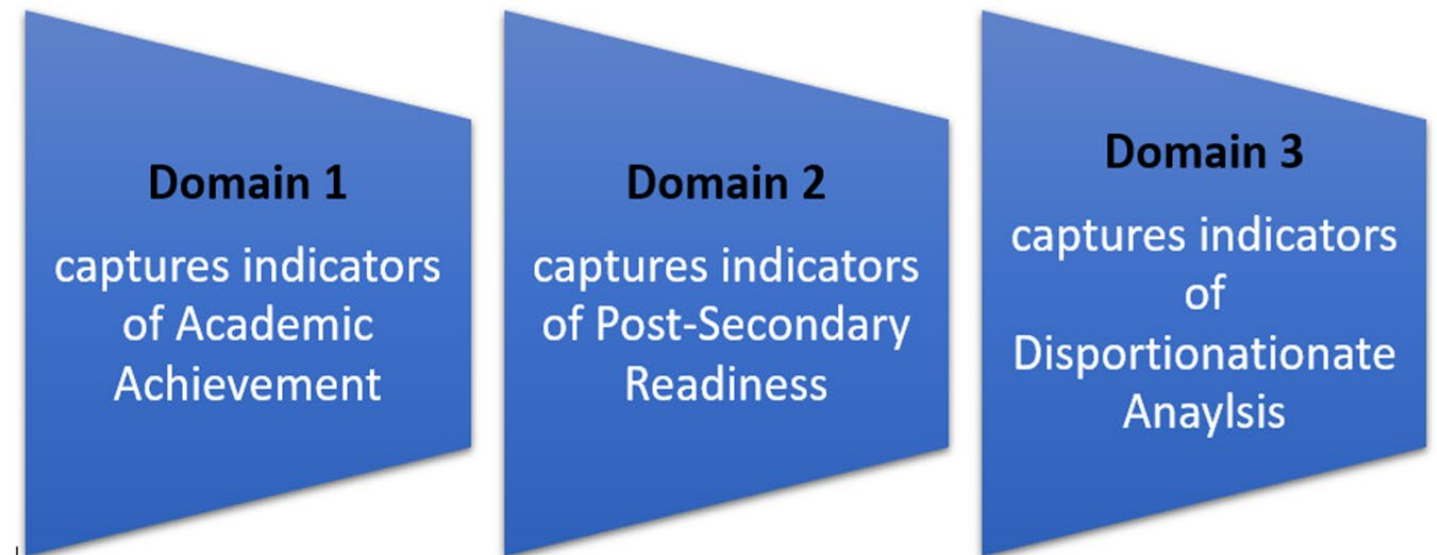
Results Driven Accountability



Results Driven Accountability (RDA) Introduction

The RDA indicators are grouped into three domains for each program area.

- Domain I: Academic Achievement
- Domain II: Post-Secondary Readiness
- Domain III: Disproportionate Analysis

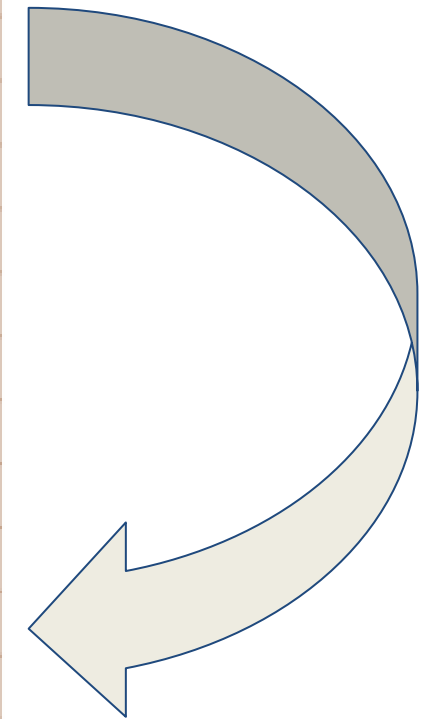


2023 RDA Performance Overview



1. SPED STAAR 3-8 Passing Rate

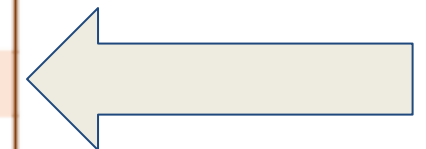
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2023	70.0 - 100	37.0	143	387	3
	2022			124	337	
	2021			92	332	
<i>(ii) Reading Lang. Arts</i>	2023	70.0 - 100	33.4	131	392	3
	2022			120	339	
	2021			89	332	
<i>(iii) Science</i>	2023	65.0 - 100	35.7	50	140	3
	2022			41	111	
	2021			22	100	
<i>(iv) Social Studies</i>	2023	65.0 - 100	20.5	15	73	3
	2022			19	55	
	2021			13	52	



2023 RDA Performance Overview



4. SPED STAAR EOC Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Algebra I</i>	2023	65.0 - 100	47.1	33	70	0 RI
	2022		24.6	14	57	
	2021			18	41	
<i>(ii) Biology</i>	2023	75.0 - 100	59.1	39	66	0 RI
	2022		38.2	21	55	
	2021			26	50	
<i>(iii) U.S. History</i>	2023	70.0 - 100	65.8	25	38	1
	2022			25	39	
	2021			19	42	
<i>(iv) English I and II</i>	2023	60.0 - 100	28.1	36	128	3
	2022			27	100	
	2021			28	89	



2023 RDA Significant Disproportionality



Under federal mandates, the state of Texas must provide for the collection and examination of data to annually determine whether significant disproportionality based on race or ethnicity is occurring in the State and local education agencies (LEAs) with respect to three areas. Greenville ISD was identified as an LEA with significant disproportionality in the area of Special Education OSS (out of school suspension) and Expulsion.

3 DISCIPLINARY REMOVALS - AGES 3-21



The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

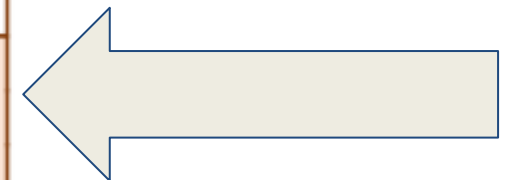
2023 RDA Significant Disproportionality



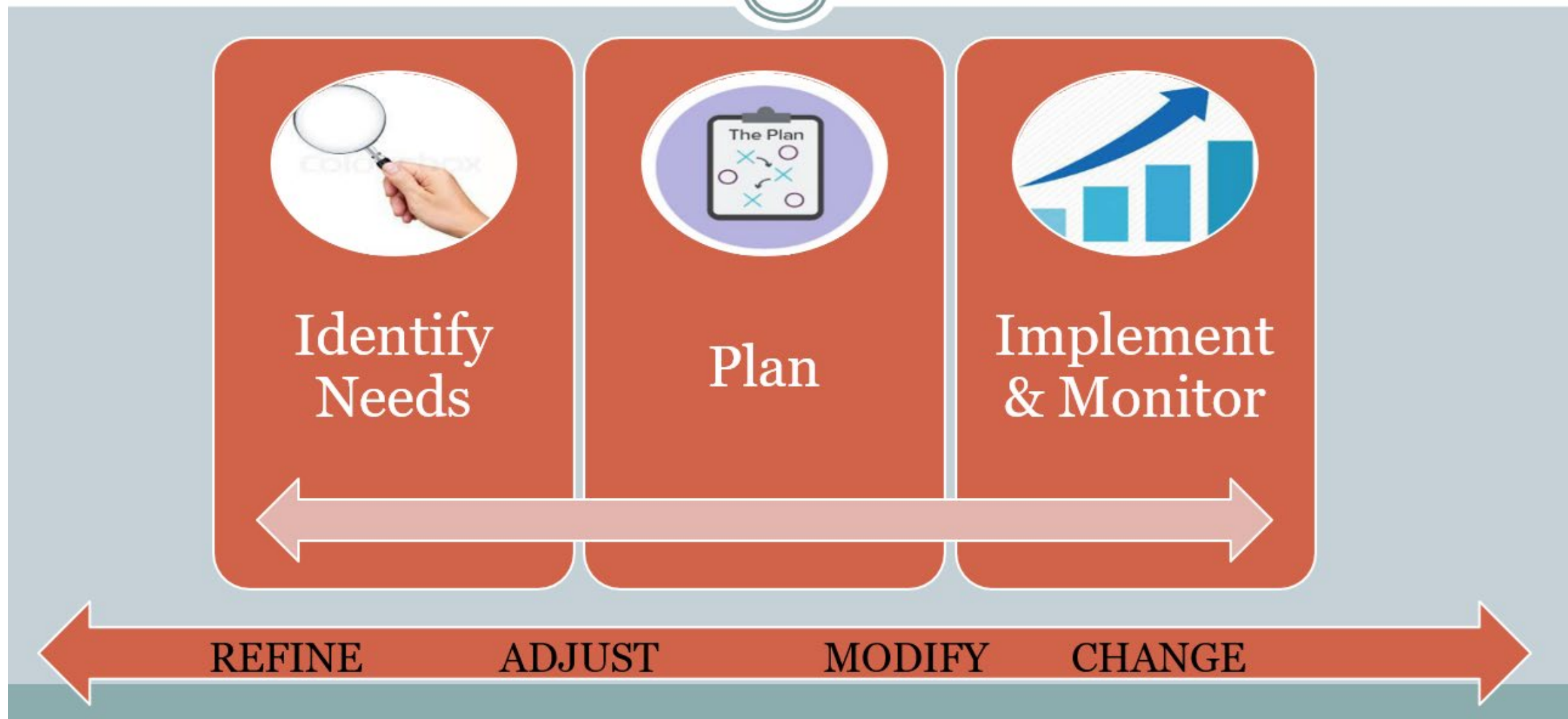
13. SPED Representation (Ages 3-21)						
					SPED Students	All Students
2023					809	5,421

14. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)						
		State Rate	Rate	SPED OSS/EXP≤10	SPED Students	Performance Level
2023		5.6	7.5	67	896	Report Only

(iv) African American (AFR AM)							
		Threshold	Risk Ratio	Rate	SPED OSS/EXP≤10	SPED Students	Performance Level
AFR AM	2023	>2.5	3.5	17.4	31	178	<i>SD (Year 3)</i>
All Other				5.0	36	718	
	2022		2.7				
	2021		3.3				



Engage in Continuous Improvement



Special Education - Annual Goal



By end of 2023-2024 school year, SPED STAAR 3-8 for Math, Reading/Language Arts, Science, and Social Studies scores of student achievement will increase by 15%.

Goal for this Activity:	Personnel Responsible for Implementation:
<p>➤ By February 23, 2024, SPED will provide training to all campus General Education Teachers, SPED teachers & Paraprofessionals on effective inclusion support on how to implement best practices in the inclusive setting.</p>	SPED Department
<p>➤ By March 25, 2024, SPED department will create a fidelity checklist/observation tool for educators to use and to ensure the fidelity of best practices in the inclusive settings.</p>	SPED Department
<p>➤ By June 2024, Campus Administrators will conduct fidelity checks/observations to actively monitoring the effective use of best practices in the inclusive setting. The campus administrator will submit one fidelity checklist by June 2024.</p>	Campus Administration

Special Education - Annual Goal



By end of 2023-2024 school year, SPED STAAR EOC Passing rate English I and II scores of student achievement will increase by 15%.

Goal for this Activity:	Personnel Responsible for Implementation:
<p>➤ By February 23, 2024, SPED will provide training to all campus General Education Teachers, SPED teachers & Paraprofessionals on effective inclusion support on how to implement best practices in the inclusive setting.</p>	SPED Department
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Special Education - Annual Goal



By end of 2023-2024 school year, SPED OSS and expulsion risk ratio will be reduced less than the state's threshold of 2.5

Goal for this activity:	Personnel Responsible for Implementation
Develop and provide required professional development modules that center around the social-emotional well-being and relationship-driven campus culture.	District Leadership (Deputy of Administration and District Special Education Department)
Priority focus on reviewing discipline data on a bi-weekly basis	District Leadership (Deputy of Administration and District Special Education Department)
Develop and utilize disciplinary placement tracking tools to collect and review suspensions data to monitor students with IEPs, days of removal, and ethnicity.	District Leadership (Deputy of Administration and District Special Education Department)



Questions?