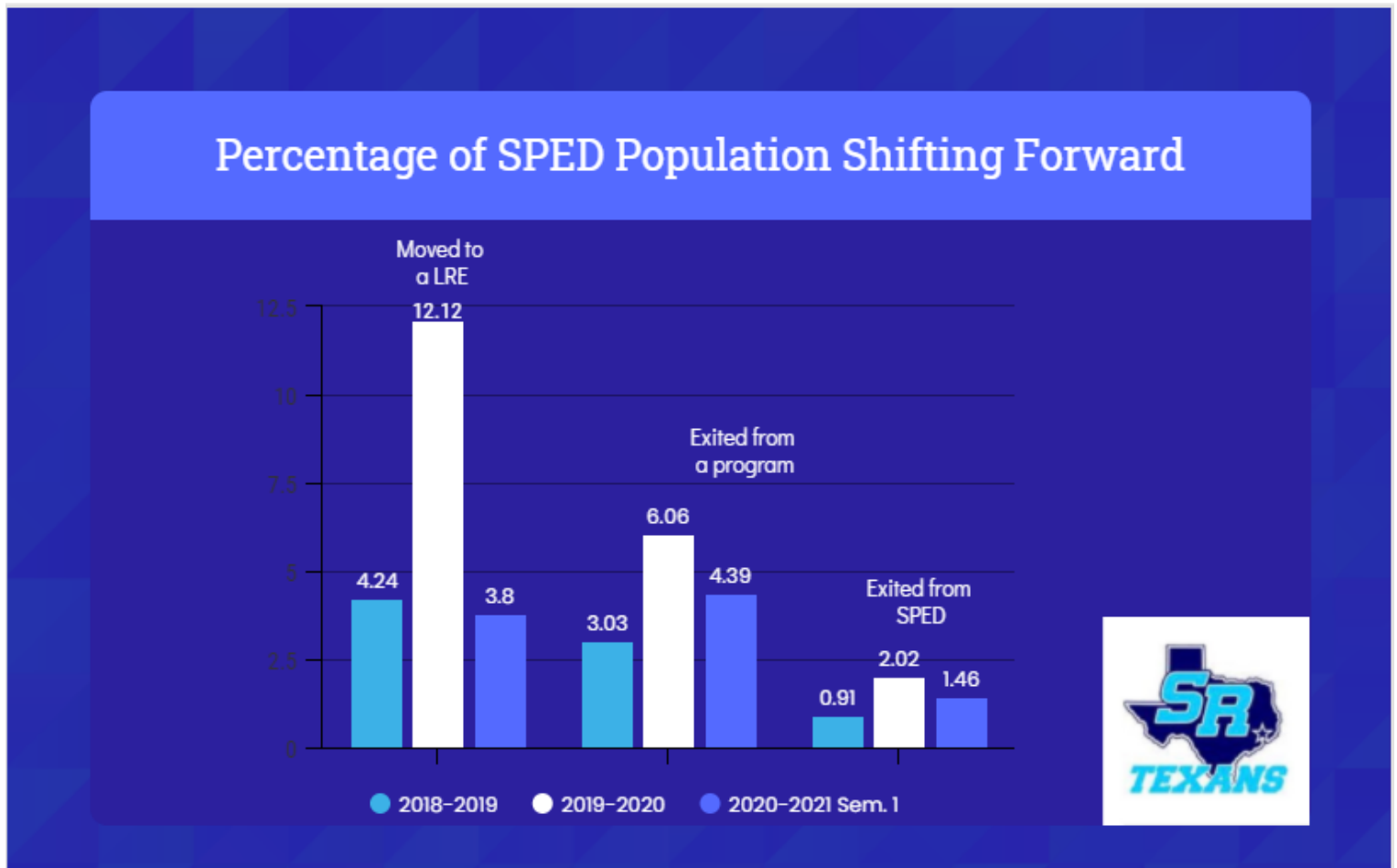


# Data Review – Students Receiving Special Education Services

As a campus, we have focused on improving instruction and support for our students receiving Special Education (SpEd) services. Through strong Tier 1 instruction that fully addresses critical question #3, partnering teachers certified in Special Education with campus content collaborative teams during planning, high expectations for this population of students, and programming decisions based on progress data, we have seen a positive shift forward for these students.

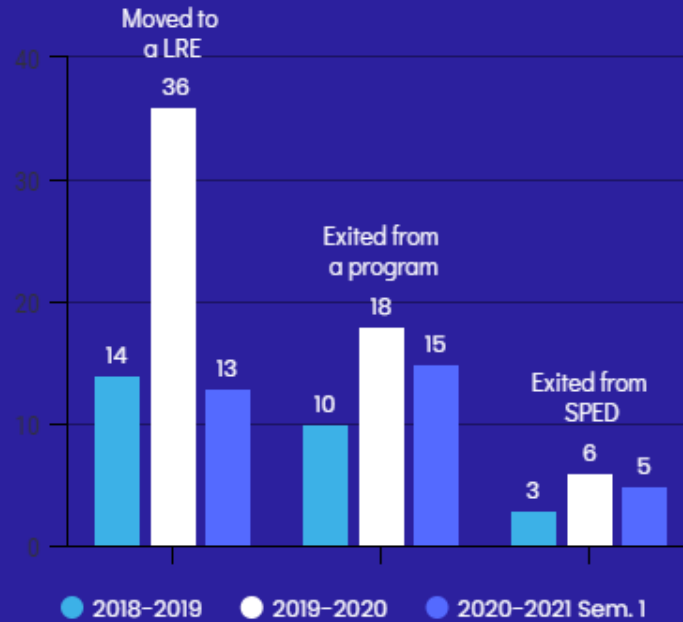
These data charts depict information for our campus SpEd population for the 2018-2019 school year, the 2019-2020 school year, and the first semester of the 2020-2021 school year. Quantitative data prior to the 2018-2019 school year is currently unavailable. Three main areas have been explored and represented here: 1) students who have been moved to a less-restrictive environment (LRE), 2) students who have exited a specialized program within the SpEd program, and 3) students who have fully exited the SpEd program (meaning they no longer require the additional support of the Special Education department to be academically, behaviorally, and/or socially successful).

This first chart compares the students who began the school year receiving SpEd services in a particular setting to the total SpEd population of Sam Rayburn High School (SRHS) students, shown as a percentage. For example, 12.12% of all SRHS students receiving SpEd services moved to a less-restrictive environment during the 2019-2020 school year.



This second chart compares the same information featured in the first chart, but is shown as a quantity of students rather than a percentage of the SRHS SpEd population. For example, 36 of all SRHS students receiving SpEd services moved to a less-restrictive environment during the 2019-2020 school year.

## Number of SPED Population Shifting Forward



This third chart elaborates on the information shown in the “Exited from a program” sections of the first two charts. Specifically, it identifies which specialized programs students exited from, shown as a quantity. Definitions for the listed programs and where exited students moved to can be found below.



**OMEGA** – a life-skills focused program, which uses pre-requisite curriculum and is self-contained. Students who exited this program moved into a resource setting as their next least restrictive environment. They now have access to grade-level content.

**OMEGA 2** – a social-skills focused program, designed to support students with significant social skills deficits. The program teaches social skills, calming strategies, and how to appropriately respond in high-stress situations. Students who exited this program moved into either a resource or SF setting if they also have an academic need or exited our SpEd program if their only need was social skills support.

**BSS** – a behaviorally-focused program, designed to support students with significant behavior challenges including physical aggression, verbal aggression, persistent non-compliance, and elopement. Similar to our OMEGA 2 program, the BSS program teaches social skills, calming strategies, and how to appropriately respond in high-stress situations. It also teaches students to recognize the impact of their behavior on others and how it can enhance or limit future opportunities. Students who exited this program moved into either a resource or Support Facilitation (SF) setting if they also have an academic need or exited our SpEd program if their only need was behavioral support.

**Resource** – a SpEd setting that is designed to be a smaller class (approximately 50% the size of a general education class), which focuses on the “need to know” state standards in a content area coupled with the foundational skills necessary to be successful in the content. Students who exited this program moved into a general education setting with Support Facilitation (SF). They now have access to the full range of grade-level curriculum.

Support Facilitation (SF) – a general education setting supported by a second adult from our Special Education department. These classes instruct students in the full range of grade-level curriculum. Students who exited this program moved into our “monitor only” category, which is a designation without support services or instructional modifications. Students are monitored for twelve weeks to ensure they are successful without the SpEd support and can then be fully exited from the Special Education program.