



SPECIAL EDUCATION BOARD OVERVIEW

Department of Strategic Initiatives

Deputy Chief Stacy Venson

**100% compliance
for initial
evaluation
timelines.**

**Decreased the
number of
missed initial
eligibility ARDs
from 90 at this
time last year to
4 currently.**

THE GOOD NEWS

**Certified Special Education teachers at all
campuses.**

**Increased
number of
students
identified by
1,253 which is
9.3% increase
from last year.**

**The Unit Model
provides support
to campuses
within feeder vs.
districtwide
support.**

KEY ACTION 1: HISD will improve the initial evaluation timeline.

- Maintain **100% compliance** on the timeline **for initial evaluations** for Special Education.
- **Decrease missed** initial eligibility **ARD timelines** from 13% (515 of 4,033) in 2022-2023 to 0% for the 2023-2024 school year.
- **100% of identified staff** will **complete the Child Find** online course.

KEY ACTION 2: HISD will improve the annual ARD and 3 year evaluation timeline.

- **Increase compliance** of 3 year evaluation ARD timelines **from 80.6%** in May of 2023 **to 100%** for the 2023-2024 school year.
- **Increase** annual **ARD timelines from 97.9%** for the 2022-2023 **to 100%** for the 2023-2024 school year.

KEY ACTION 3: HISD will improve communication with stakeholders and provide monitoring reports for special education.

- Parents/guardians will **receive timely responses to concerns** related to their students' special education supports/services, as evidenced by an increase of **concerns addressed within five school days**, from 61% in 2022-2023 to 90% for the 2023-2024 school year.

- HISD will **decrease the number** of substantiated instances **of complaints/grievances** (district or campus level) **related to in-district transfers** involving specialized programming from 97 instances in 2022-23 to 50 instances in 2023-24.

KEY ACTION 4: HISD will improve the quality of instruction for all students receiving special education services.

- **By EOY data** for 2023-2024, **the academic achievement gap** between K-1 general education students and students who receive special education services **will decrease by 5%** in reading from BOY to EOY in F, D, and C1 schools.

- **By EOY data**, the average 2-8 students who receive special education services in F, D, and C1 schools, will **demonstrate at least 1.4 times the national average on the NWEA MAP** assessments in reading, math and science.



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