



# **SPECIAL EDUCATION MONITORING**

## **REPORT**

*February 8, 2021*



Department of Education

## Special Education

The Bureau of Special Education works collaboratively with educators, schools, agencies, and other stakeholders across Pennsylvania to ensure students have access to quality and meaningful education supports, services, and opportunities.

APS & Schools  
for the Deaf and  
the Blind

Assessments

Compliance  
Monitoring

Data and  
Accountability

Funding and  
Fiscal Guidelines

IDEA-B Regs  
and Policies

Contact  
Information and  
Resources

Special  
Education  
Planning

State  
Complaints and  
Dispute  
Resolution

The Pennsylvania Bureau of Special Education (BSE) monitors all school districts and charter schools in the state to ensure they are complying with federal and state special education regulations and are improving performance outcomes of students with disabilities. The monitoring occurs approximately every six years.

**EASD was the first district in the area monitored this year. PDE monitors worked with EASD staff during December 2020.**



## FILE REVIEWS

10 students' files (*IEPS/Evaluation/Programs*) were randomly reviewed to determine whether the School District complied with the essential requirements listed below.

### PAPERWORK ---

97.33% correct in all paperwork (913/938 areas)

### INTERVIEWS ---

96.9% of EASD general education teachers understand & are trained for students with IEPs

99.2% of EASD special education teachers understand & are trained for students with IEPs

91.8% of EASD parents with students with IEPs are pleased with their student's education



# EASD MET OR EXCEEDED EXPECTATIONS

on policy, process, and evidence in the following areas.

1. Assistive Technology & Services  
*- including FSA-Hearing Aids*
2. Positive Behavior Support
3. Graduation Rates
4. Independent Educational Evaluation (*IEE*)
5. Public School Enrollment
6. Intensive Interagency Approach
7. Dispute Resolution  
*(due process hearing decision implementation)*
8. Child Find
9. Facilities Used
10. Extended School Year Services
11. Surrogate Parents
12. Summary of Academic & Functional Performance & Procedural Safeguard Requirements for Graduation
13. Procedural Requirements for Suspension/Expulsion Rates
14. Confidentiality
15. Parent Training
16. Disproportionate Representation
17. Personnel Training
18. Related Services  
*- including Psychological Counseling*



# AREA FOR IMPROVEMENT

1

## DROP OUT RATES

	2014-15	2015-16	2016-17	2017-18	2018 -19
EASD Rate	2.33%	21.15%	7.69%	10.94%	16.67%
State Rate	10.97%	10.97%	10.97%	10.97%	10.97%

*Students who leave can re-enroll and leave again multiple times in a year. Each leave is counted as a separate dropout.*

### IN RESPONSE ---

- EHS and EHS@Washington have created a core group of staff members (teachers, counselors, administrators, and HSV) to create more options for students to try to compel them to finish without dropping out.
- Developing a system for early identification of students who may be in jeopardy of dropping out
- Giving each student options that fit his/her circumstance
- Connecting student to his/her future goals



# AREA FOR IMPROVEMENT

2

## LEAST RESTRICTIVE ENVIRONMENT

In Reg Ed Classes	2015-16	2016-17	2017-18	2018-19	2019-20	State %
80% or more	64.16	64.06	67.27	67.05	63.33	61.71 or more
Between 40-79%	21.25	23.21	20.54	18.6	20	At least 23.86
Less than 39%	12.61	10.34	9.76	10.98	12.69	Less than 9.66
Separate Facility	0	.53	.39	.52	1.28	Less than 2.88
Residential	.71	.4	.26	.26	.13	Less than .31

### IN RESPONSE ---

- Setting up work groups at each level to look at each building data and structure
- Working on a better establishment of Multi-Tiered System of Support (MTSS)
- Creating a more robust system to identify needs and deliver strategies before the evaluation phase
- Training for staff at all levels      • Trainings for parents at all levels



# AREA FOR IMPROVEMENT

3

## PARTICIPATION IN STATE & LOCAL ASSESSMENTS

	<b>2018-19</b>
<b>State Expectation</b>	95%
EASD ELA	91.59%
EASD Math	91.78%
EASD Science	89.02%
% Parent Opting Out	7.4%

### ADDITIONAL OPT-OUT DATA

- 2016-17- 4.5 %
- 2017-18 - 4.1%

*\* 2019-20 DATA - N/A*

#### IN RESPONSE ---

- Reviewing percentages across previous years
- Looking for trends of non-participation
- Training staff on how to communicate with parents about state testing





**LEAD AUDITOR TODD KOHLER**  
*offered the comments below during the exit interview.*

- “This is an exceptional audit.”
- “You should be proud of your special education program.”
- “97.33% correct in all paperwork is unheard of, especially since you were using a new management system (Power School).”
- “The areas you need to work on are difficult for all districts.”
- “Your transition options for students in High School makes you a standout.”  
- referring to Project Build a Better Future





**QUESTIONS?**