Saint Paul
PUBLIC SCHOOLS

SEAC
Saint Paul Public Schools
Special Education
Advisory Council

Special Education Advisory Council (SEAC)

Nov 21, 2022

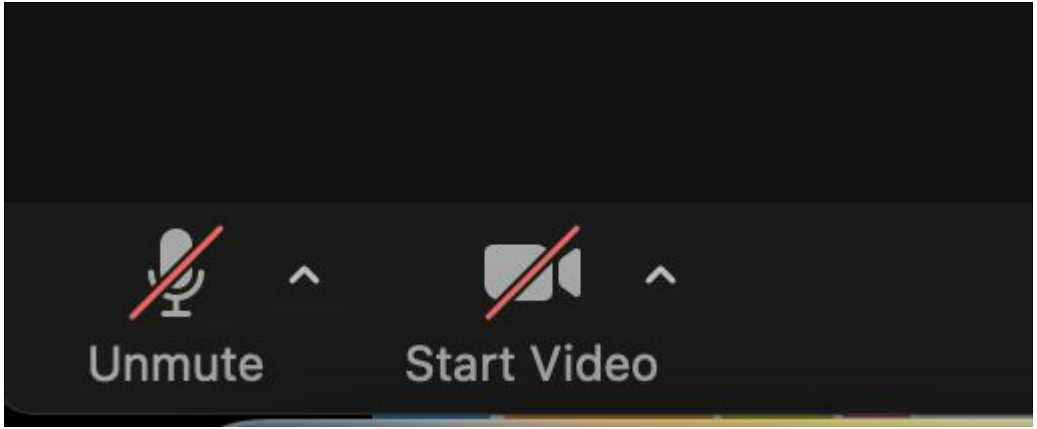
Housekeeping

Before the start of the meeting please:

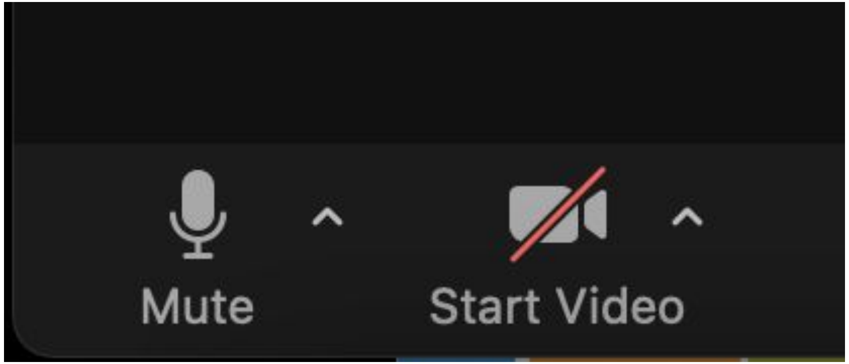
- Mute microphone if not sharing
- Sign in to the meeting using Chat
- Submit questions or comments using the Chat feature
- Let us know if you need support using Zoom features

Click to open comments

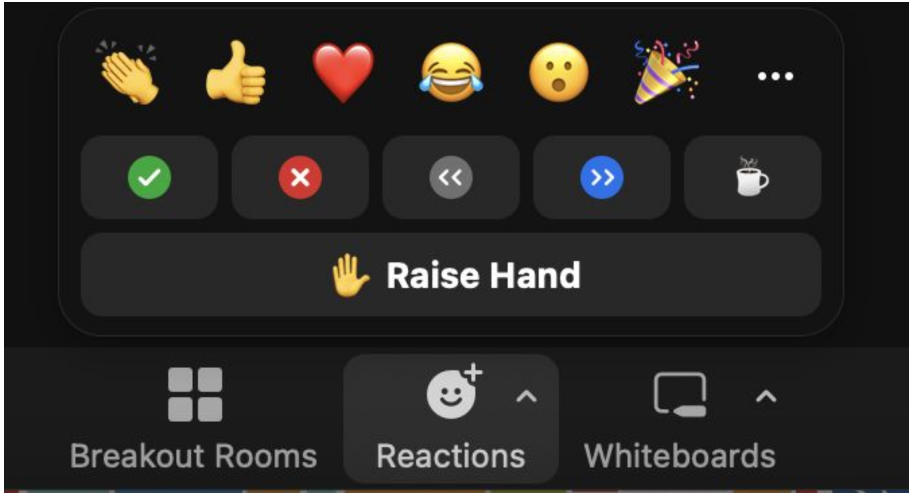
Zoom Feature Review


Unmute
Start Video

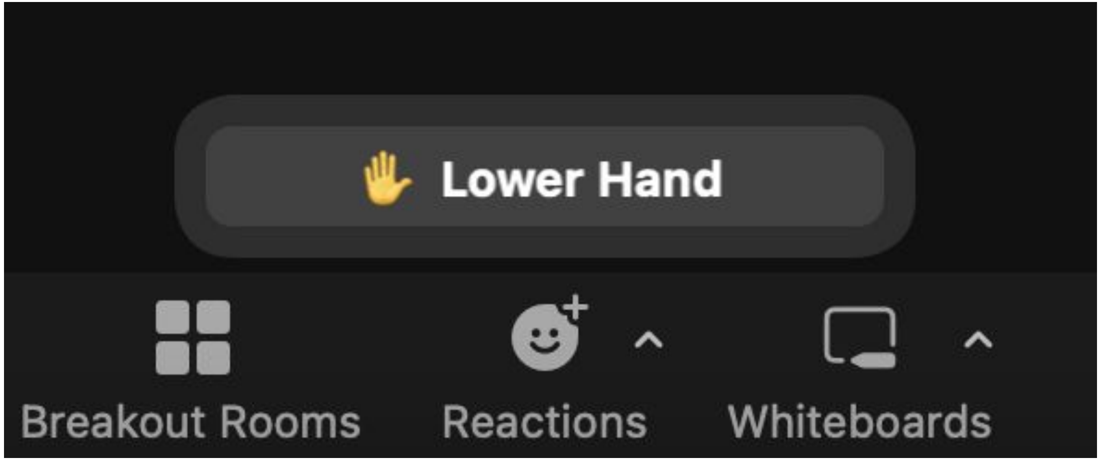
Zoom Feature Review


Mute
Start Video

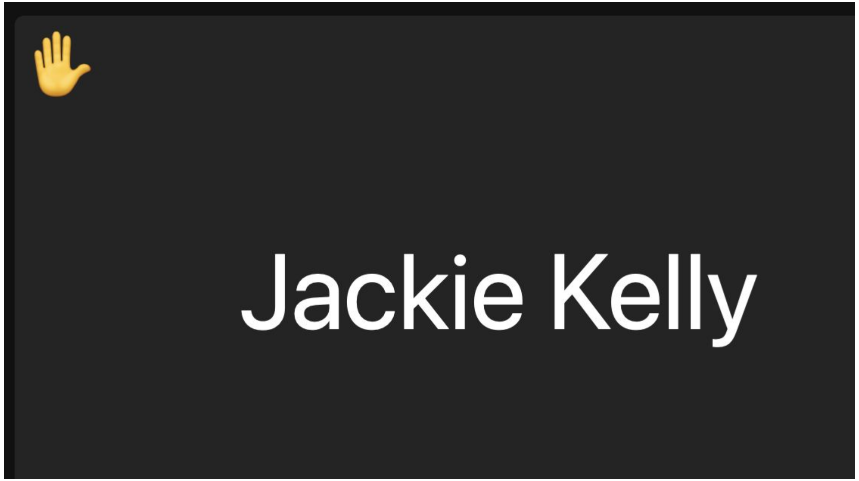
Zoom Feature Review


Raise Hand
Breakout Rooms
Reactions
Whiteboards

Zoom Feature Review


Lower Hand
Breakout Rooms
Reactions
Whiteboards

Zoom Feature Review



✋

Jackie Kelly

Saint Paul Public Schools
Special Education
Advisory Council

Welcome

We're glad you're joining us.

Member and Guest Introductions

Share:

- your name
- if you’re a member or guest
- a little about your child
- where your child attends school
- What brings you to SEAC tonight?

Agenda

6:25 p.m. Approve September minutes

6:30 p.m. Legislative Liaison Update, Mary Gilbert Dougherty

6:50 p.m. Inclusive Calendar Development PAC Input

p.m. Special Education Update, Brenda Natala, Executive Director, Office of Specialized Services

7:30 p.m. SEAC Forum/meeting reflection

7:50 p.m. Announcements: Events, Resources, Agenda requests

8:00 p.m. Adjourn

6:25-6:30

Approve October Minutes

6:30 - 6:40 p.m. (10 minutes)

Introduction to SEAC

What is SEAC:

SEAC is a group of parents, guardians, staff and community members that meet monthly to increase the involvement of parents of children with disabilities in decision making.

How does SEAC work:

At SEAC meetings members are informed and share input to improve programs and systems for students with disabilities and their families.

“What are Parents Supposed To Do At SEAC?”

-**Learn** something that will benefit your child.
-**Share** what you learn with people in your community (neighbor, friend, child’s teacher….)
-**Ask questions and share input.**

*For more check out PACER’s SEAC materials.

6:25- 6:55 p.m. (30 minutes)

Specialized Services Update

Office of Specialized Services

Brenda Natala, Executive Director of Specialized Services

Sarah Zielinski, Assistant Director, Early Childhood Special Education

Amy Johnson, Assistant Director, K-12 (Asst Supt. Adam Kunz schools)

- **Chong Thor**, Supervisor, K-12 (Asst. Supt. Dr. Vang schools)
- **Dr. Kimberly Adams,** Supervisor, K-12 (Asst Supt. Billy Chan schools)
- **Kimberly Totushek**, Supervisor, K-12 (Asst Supt. Nancy Paez schools)

Compliance Team: Christina Richardson, Darcy Steinberg

OSS Organization Link: schools and assigned supervisors

Congratulations

MINNESOTA STATE HIGH SCHOOL LEAGUE
ARTS
ACADEMICS
ATHLETICS
MSHSL
2022
ADAPTED SOCCER

Johnson's adapted soccer team won the State Consolation Championship! Congrats to the team and coaches on a great season.

Special Education Data

School & District Data / Enrollment - Public access to SPPS data

- Current Enrollment
- 5 year trends in Enrollment - 5 years
- Outcomes - MCA
- Risk Ratios

Minnesota
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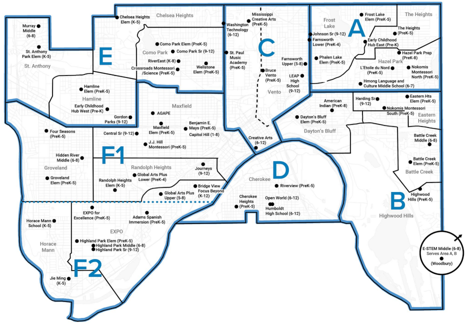
Saint Paul Public Schools

Saint Paul, Minnesota is the traditional land of the Dakota people and we respectfully acknowledge their stewardship of the land throughout the generations.

Our District

- 33,126 Total (PreK*-12) students
- 68 schools
- 5,500 employees
- 61% of school age children in the city attend SPPS


A
B
C
D
E
F1
F2
St. Anthony
Chelsea Heights
Como Park
Hamline
Maxfield
Groveland
Randolph Heights
EXPO
Horace Mann
Vento
Frost Lake
The Heights
Hazel Park
Dayton's Bluff
Eastern Heights
Battle Creek
Cherokee
Highwood Hills
Murray Middle (6-8)
St. Anthony Park Elem (K-5)
Chelsea Heights Elem (K-5)
Como Park Elem (PreK-5)
Como Park Sr (9-12)
RiverEast (K-8)
Crossroads Montessori /Science (PreK-5)
Wellstone Elem (PreK-5)
Hamline Elem (PreK-5)
Early Childhood Hub West (Pre-K)
Gordon Parks (9-12)
AGAPE
Maxfield Elem (PreK-5)
Benjamin E. Mays (PreK-5)
Capitol Hill (1-8)
Central Sr (9-12)
J.J. Hill Montessori (PreK-5)
Four Seasons (PreK-5)
Hidden River Middle (6-8)
Groveland Elem (PreK-5)
Randolph Heights Elem (K-5)
Global Arts Plus Lower (PreK-4)
Global Arts Plus Upper (5-8)
Journeys (9-12)
Bridge View Focus Beyond (K-12)
EXPO for Excellence (PreK-5)
Adams Spanish Immersion (PreK-5)
Horace Mann School (K-5)
Highland Park Elem (PreK-5)
Highland Park Middle (6-8)
Highland Park Sr (9-12)
Jie Ming (K-5)
Washington Technology (6-12)
Mississippi Creative Arts (PreK-5)
St. Paul Music Academy (PreK-5)
Bruce Vento (PreK-5)
Farnsworth Upper (5-8)
LEAP High School (9-12)
Creative Arts (6-12)
Johnson Sr (9-12)
Farnsworth Lower (PreK-4)
Phalen Lake Elem (PreK-5)
Frost Lake Elem (PreK-5)
The Heights (PreK-5)
Early Childhood Hub East (Pre-K)
Hazel Park Prep (PreK-8)
L'Etoile du Nord (PreK-5)
Nokomis Montessori North (PreK-5)
Hmong Language and Culture Middle School (6-7)
American Indian (PreK-8)
Harding Sr (9-12)
Eastern Hts Elem (PreK-5)
Nokomis Montessori South (PreK-5)
Dayton's Bluff Elem (PreK-5)
Battle Creek Middle (6-8)
Battle Creek Elem (PreK-5)
Highwood Hills (PreK-5)
Riverview (PreK-5)
Cherokee Heights (PreK-5)
Open World (6-12)
Humboldt High School (6-12)
E-STEM Middle (6-8)
Serves Area A, B
(Woodbury)

Our Students

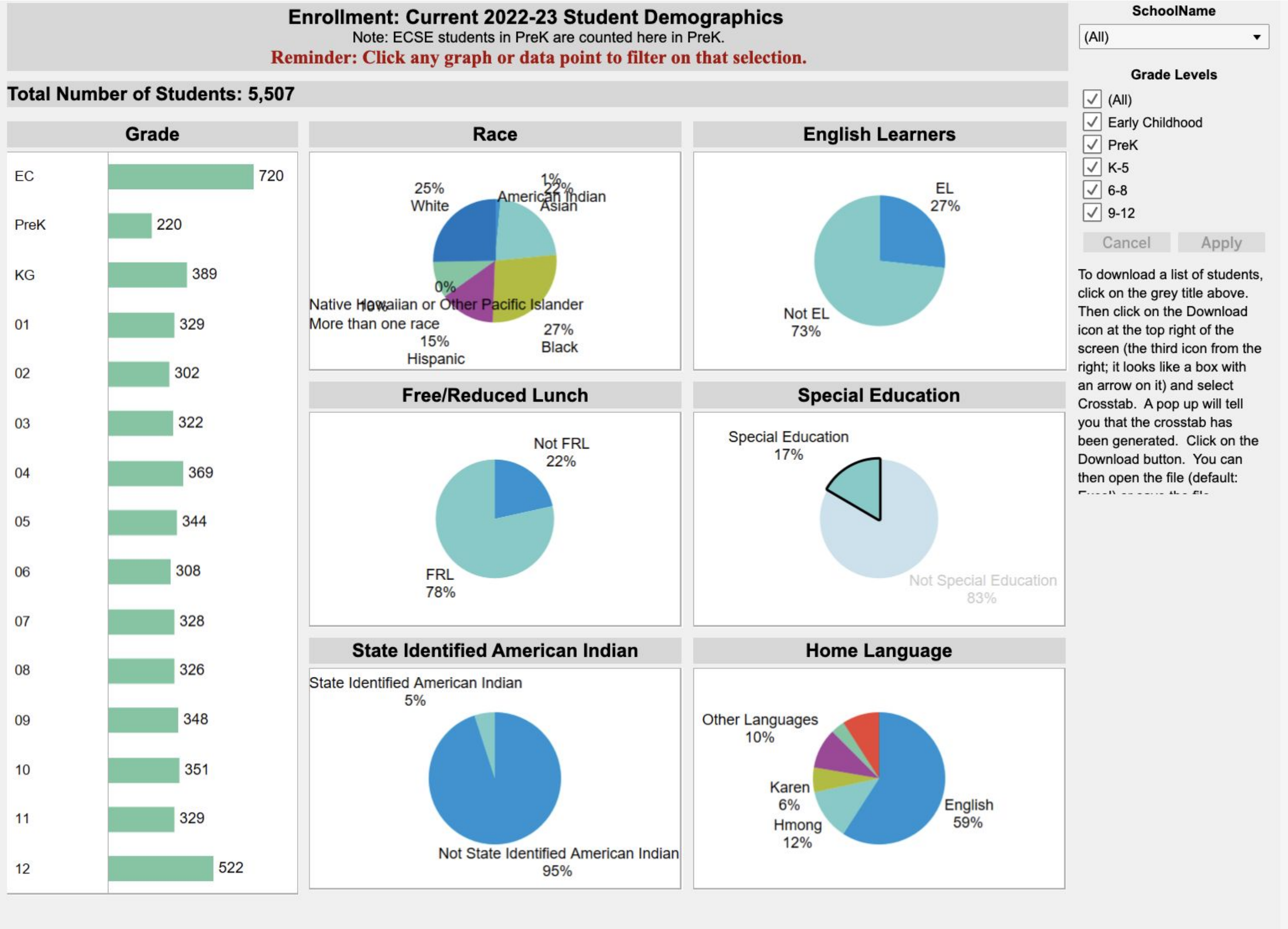
- 14% Hispanic/Latino
- 1% American Indian
- 30% Asian
- 25% Black
- 22% White
- 8% two or more races
- 30% English Language Learners (more than 100 languages, five major English, Hmong, Karen, Somali, Spanish)
- 16% receiving special education services
- 61% receiving free/reduced priced meals

Our Indicators

- 85% students continue from year to year
- 35% proficient in reading
- 25% proficient in math
- 76% of students graduating in 4 years

Current Enrollment:

Students with special education services



Enrollment: Current 2022-23 Student Demographics

Note: ECSE students in PreK are counted here in PreK.

Reminder: Click any graph or data point to filter on that selection.

Total Number of Students: 5,507

SchoolName

(All)

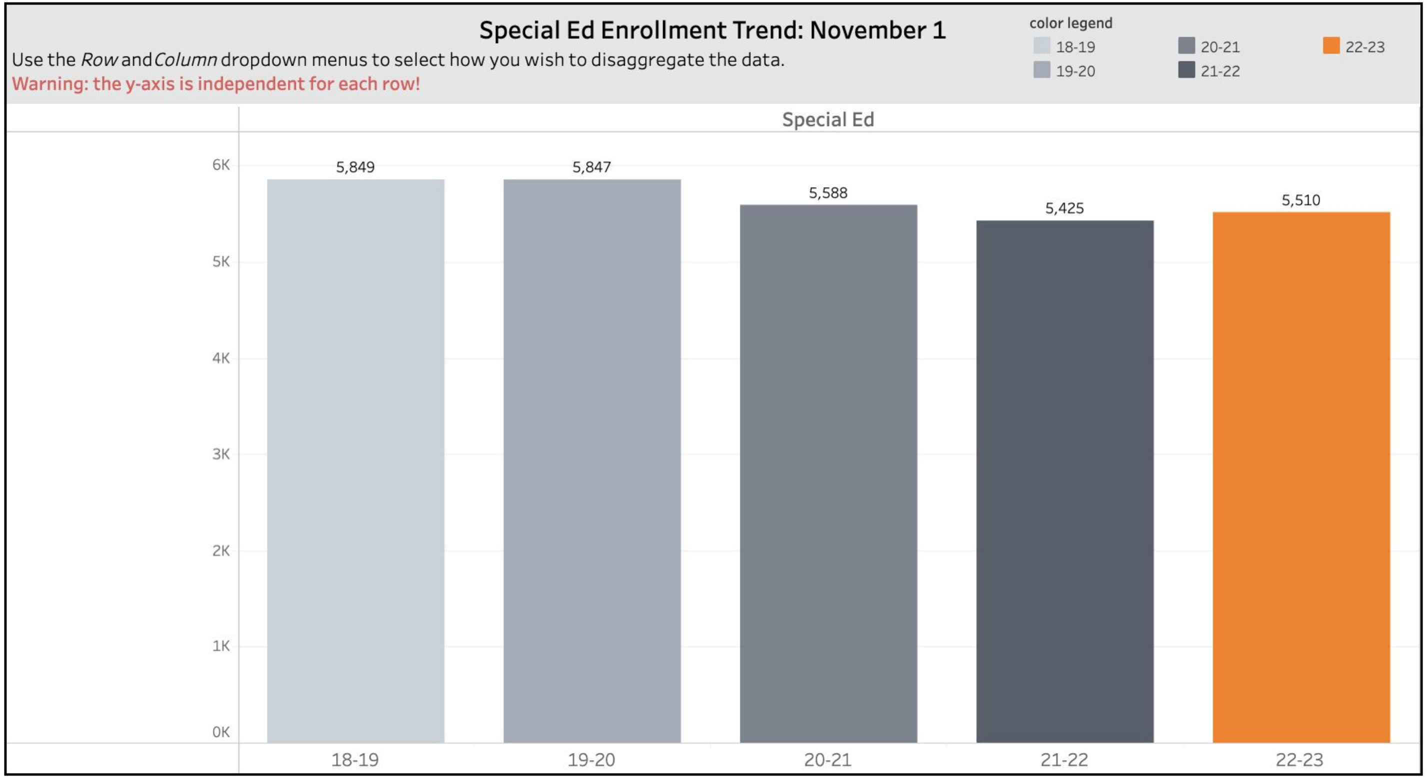
Grade Levels

☑ (All)
☑ Early Childhood
☑ PreK
☑ K-5
☑ 6-8
☑ 9-12

To download a list of students, click on the grey title above. Then click on the Download icon at the top right of the screen (the third icon from the right; it looks like a box with an arrow on it) and select Crosstab. A pop up will tell you that the crosstab has been generated. Click on the Download button. You can then open the file (default:

Cancel
Apply
Grade
EC 720
PreK 220
KG 389
01 329
02 302
03 322
04 369
05 344
06 308
07 328
08 326
09 348
10 351
11 329
12 522
Race
1%
2%
American Indian
Asian
25% White
0%
Native Hawaiian or Other Pacific Islander
10%
More than one race
15% Hispanic
27% Black
English Learners
EL 27%
Not EL 73%
Free/Reduced Lunch
Not FRL 22%
FRL 78%
Special Education
Special Education 17%
Not Special Education 83%
State Identified American Indian
State Identified American Indian 5%
Not State Identified American Indian 95%
Home Language
Other Languages 10%
Karen 6%
Hmong 12%
English 59%

Enrollment Trends - Birth to 21



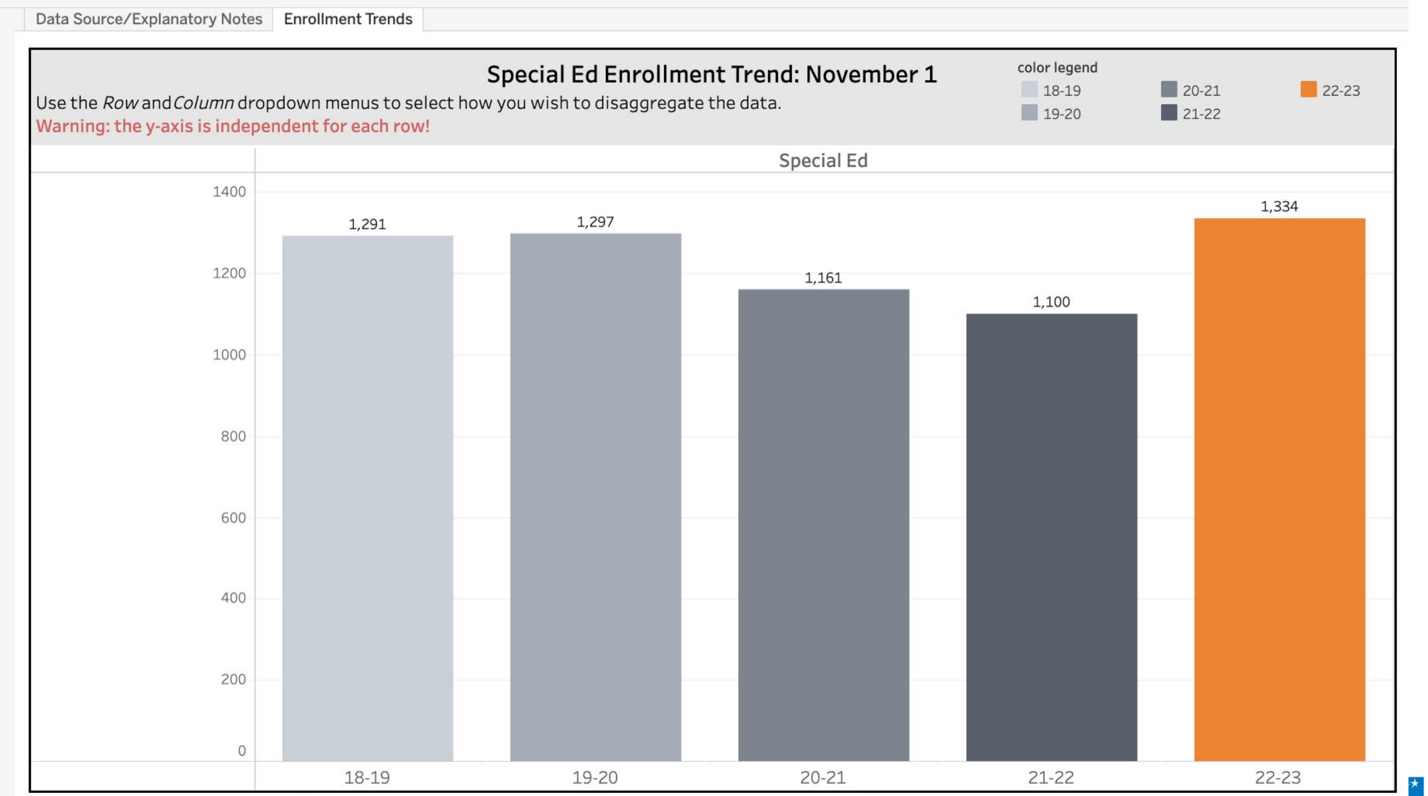
Special Ed Enrollment Trend: November 1

Use the *Row* and *Column* dropdown menus to select how you wish to disaggregate the data.

Warning: the y-axis is independent for each row!

color legend
18-19
19-20
20-21
21-22
22-23
Special Ed
6K
5K
4K
3K
2K
1K
0K
5,849
5,847
5,588
5,425
5,510
18-19
19-20
20-21
21-22
22-23

Enrollment Trends - Birth through K



Data Source/Explanatory Notes | Enrollment Trends

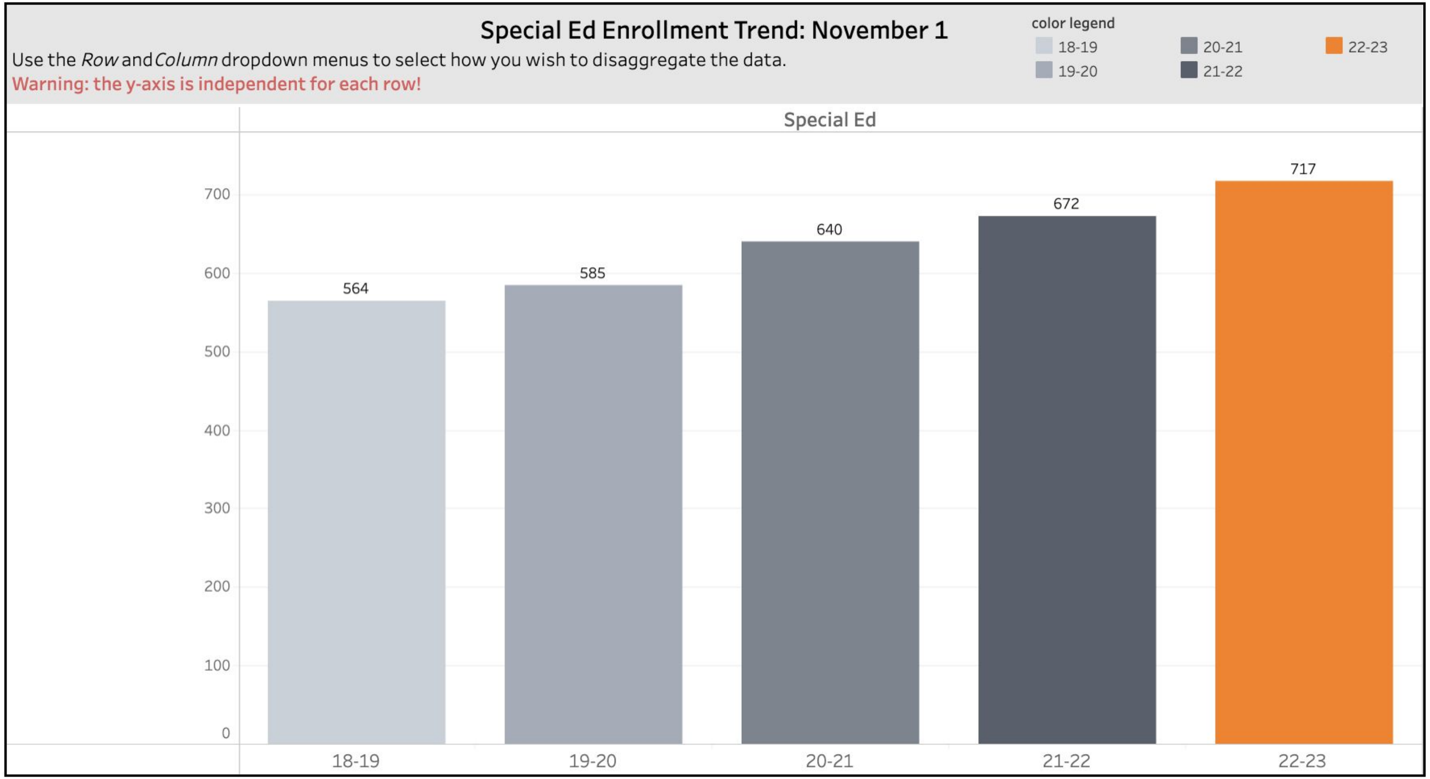
Special Ed Enrollment Trend: November 1

Use the *Row* and *Column* dropdown menus to select how you wish to disaggregate the data.

Warning: the y-axis is independent for each row!

color legend
18-19
19-20
20-21
21-22
22-23
Special Ed
1400
1200
1000
800
600
400
200
0
1,291
1,297
1,161
1,100
1,334
18-19
19-20
20-21
21-22
22-23

Autism - 5 year trend



Special Ed Enrollment Trend: November 1

Use the *Row* and *Column* dropdown menus to select how you wish to disaggregate the data.

Warning: the y-axis is independent for each row!

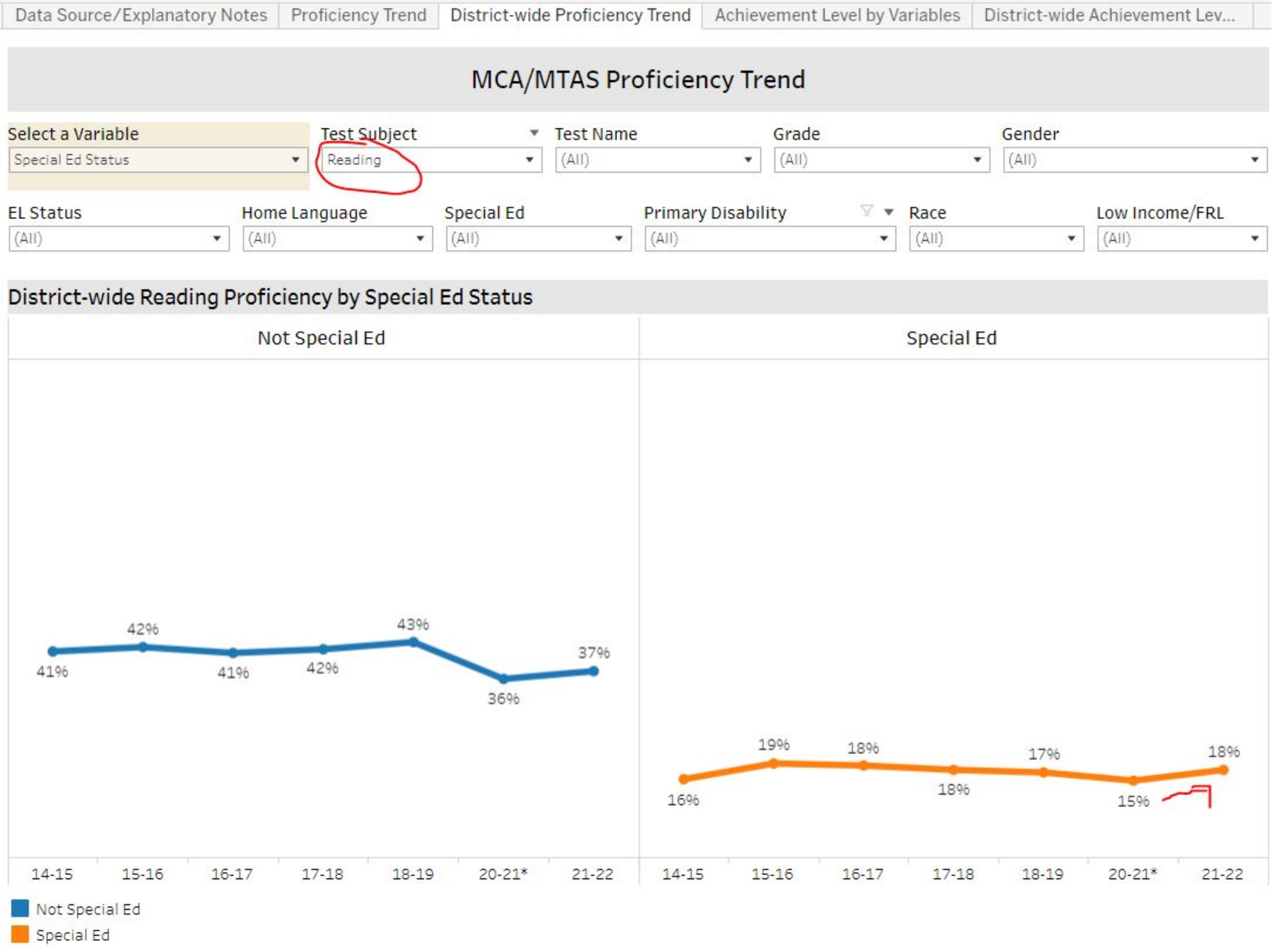
State Testing Results

Link to MDE Report Card showing SPPS results for students in special ed on the math, reading, science MCA

Link to SPPS Data Center showing SPPS MCA results

MCA Reading

- Gains compared to 20-21
- Fewer students took test



Data Source/Explanatory Notes
Proficiency Trend
District-wide Proficiency Trend
Achievement Level by Variables
District-wide Achievement Lev...

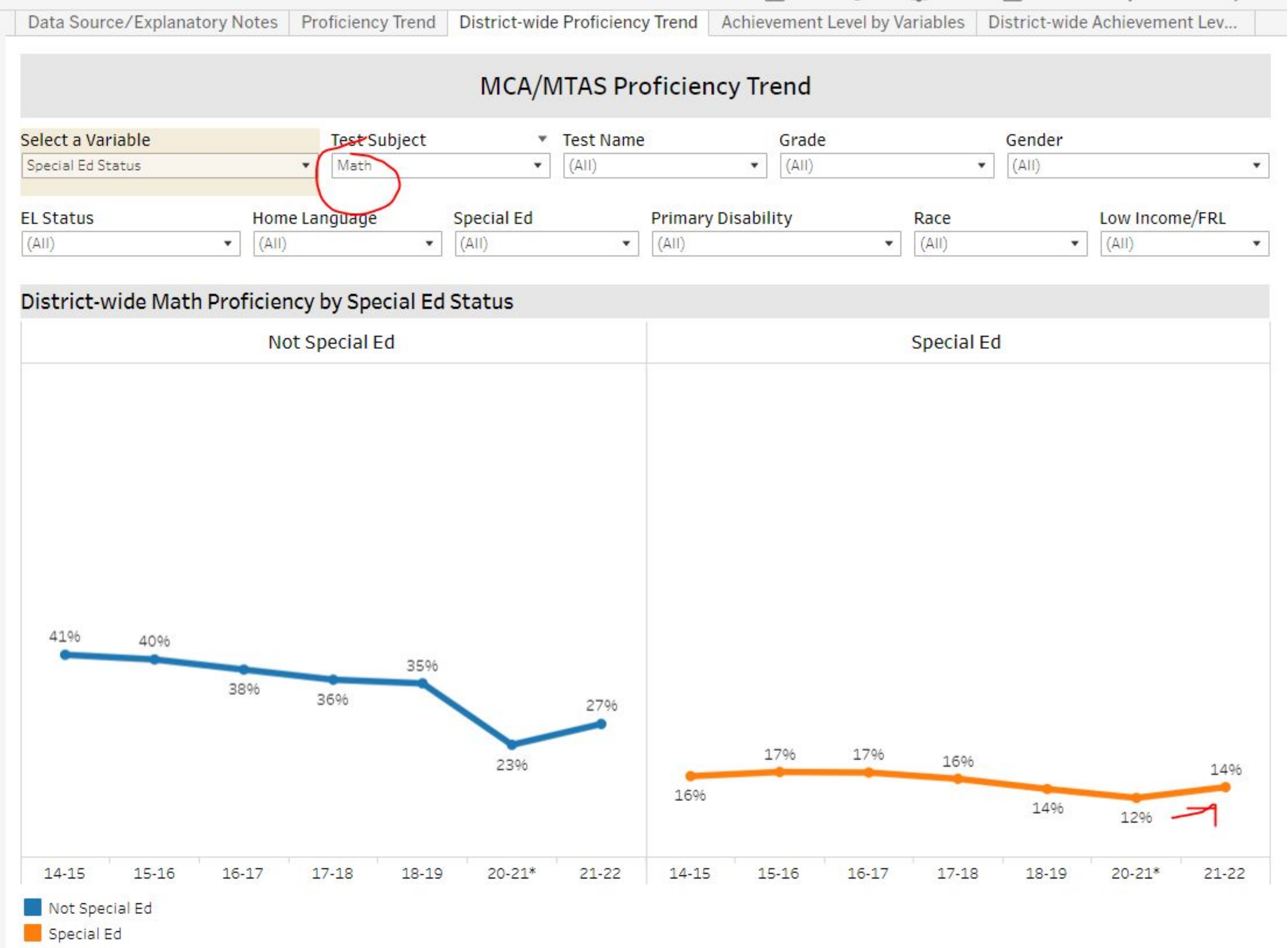
MCA/MTAS Proficiency Trend

Select a Variable: Special Ed Status
Test Subject: Reading
Test Name: (All)
Grade: (All)
Gender: (All)
EL Status: (All)
Home Language: (All)
Special Ed: (All)
Primary Disability: (All)
Race: (All)
Low Income/FRL: (All)

District-wide Reading Proficiency by Special Ed Status

Not Special Ed
Special Ed
41%
42%
41%
42%
43%
36%
37%
16%
19%
18%
18%
17%
15%
18%
14-15
15-16
16-17
17-18
18-19
20-21*
21-22
14-15
15-16
16-17
17-18
18-19
20-21*
21-22
Not Special Ed
Special Ed

MCA Math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Proficiency Trend
District-wide Proficiency Trend
Achievement Level by Variables
District-wide Achievement Lev...

MCA/MTAS Proficiency Trend

Select a Variable: Special Ed Status
Test Subject: Math
Test Name: (All)
Grade: (All)
Gender: (All)
EL Status: (All)
Home Language: (All)
Special Ed: (All)
Primary Disability: (All)
Race: (All)
Low Income/FRL: (All)

District-wide Math Proficiency by Special Ed Status

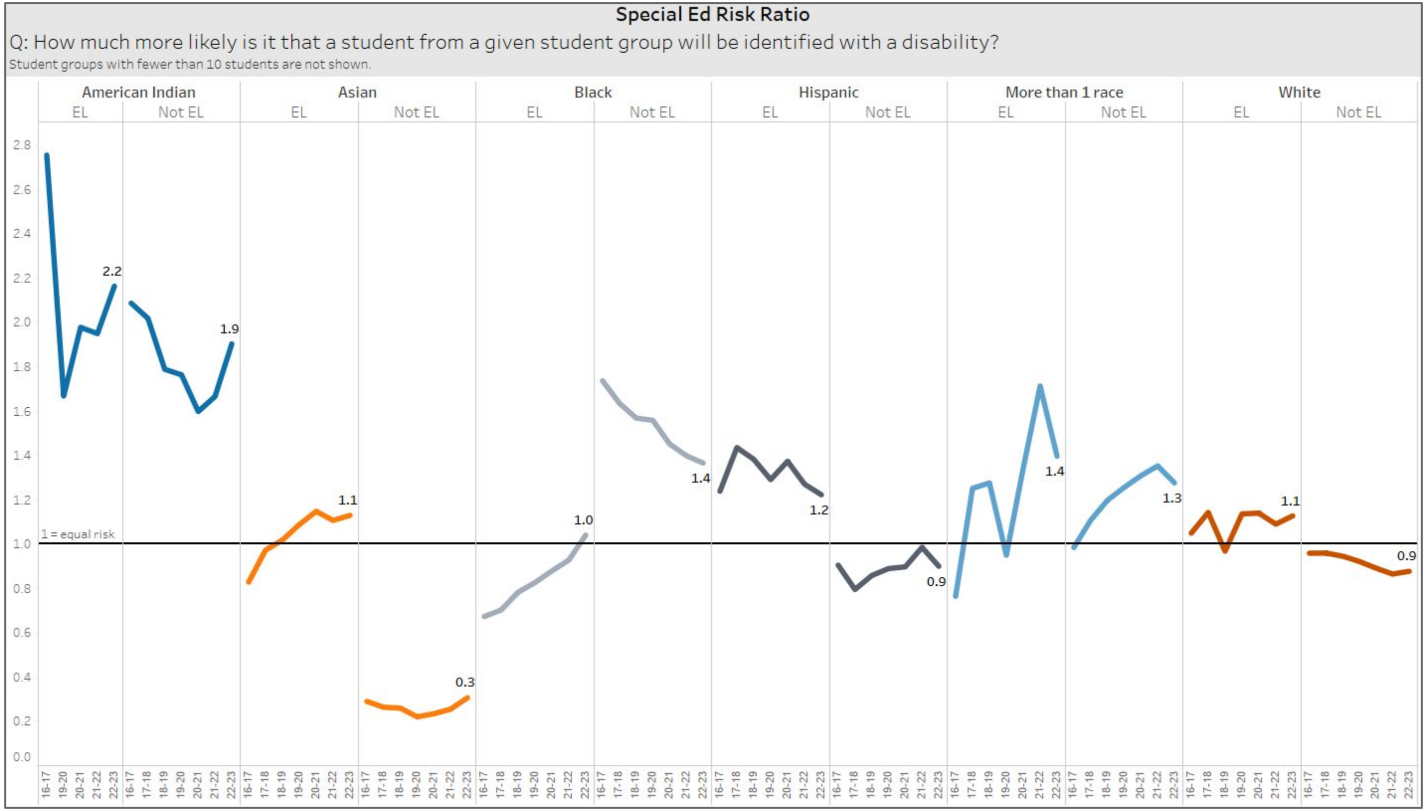
Not Special Ed
41%
40%
38%
36%
35%
23%
27%
14-15
15-16
16-17
17-18
18-19
20-21*
21-22
Special Ed
16%
17%
17%
16%
14%
12%
14%
14-15
15-16
16-17
17-18
18-19
20-21*
21-22
🟦 Not Special Ed
🟧 Special Ed

Risk Ratios

How likely is a student to have X compared to other students?

- Disability label
- Setting placement
- Suspension

Example reading: In 22-23, students who are American Indian and not EL are 1.9 times as likely as other students to be identified with a disability.

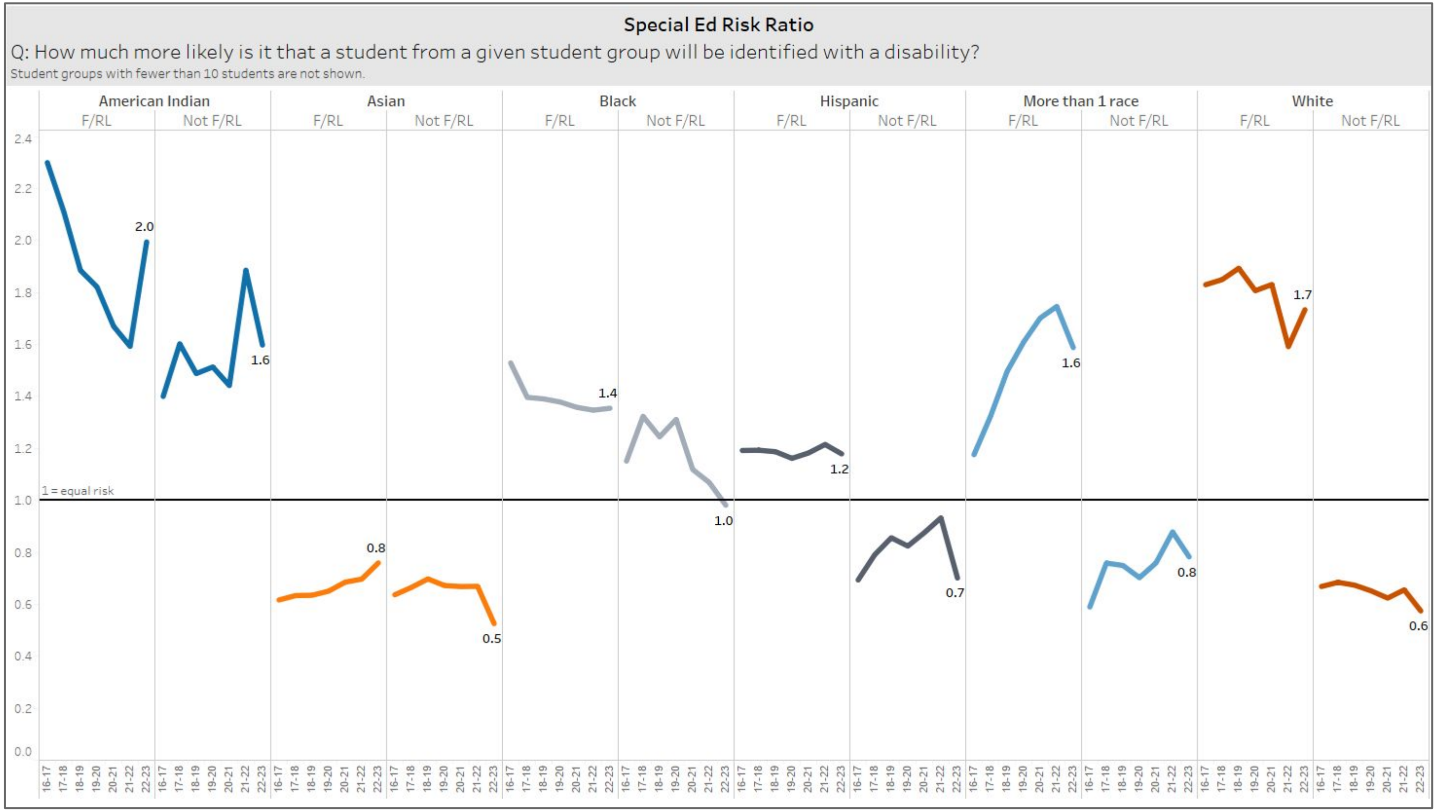


Special Ed Risk Ratio

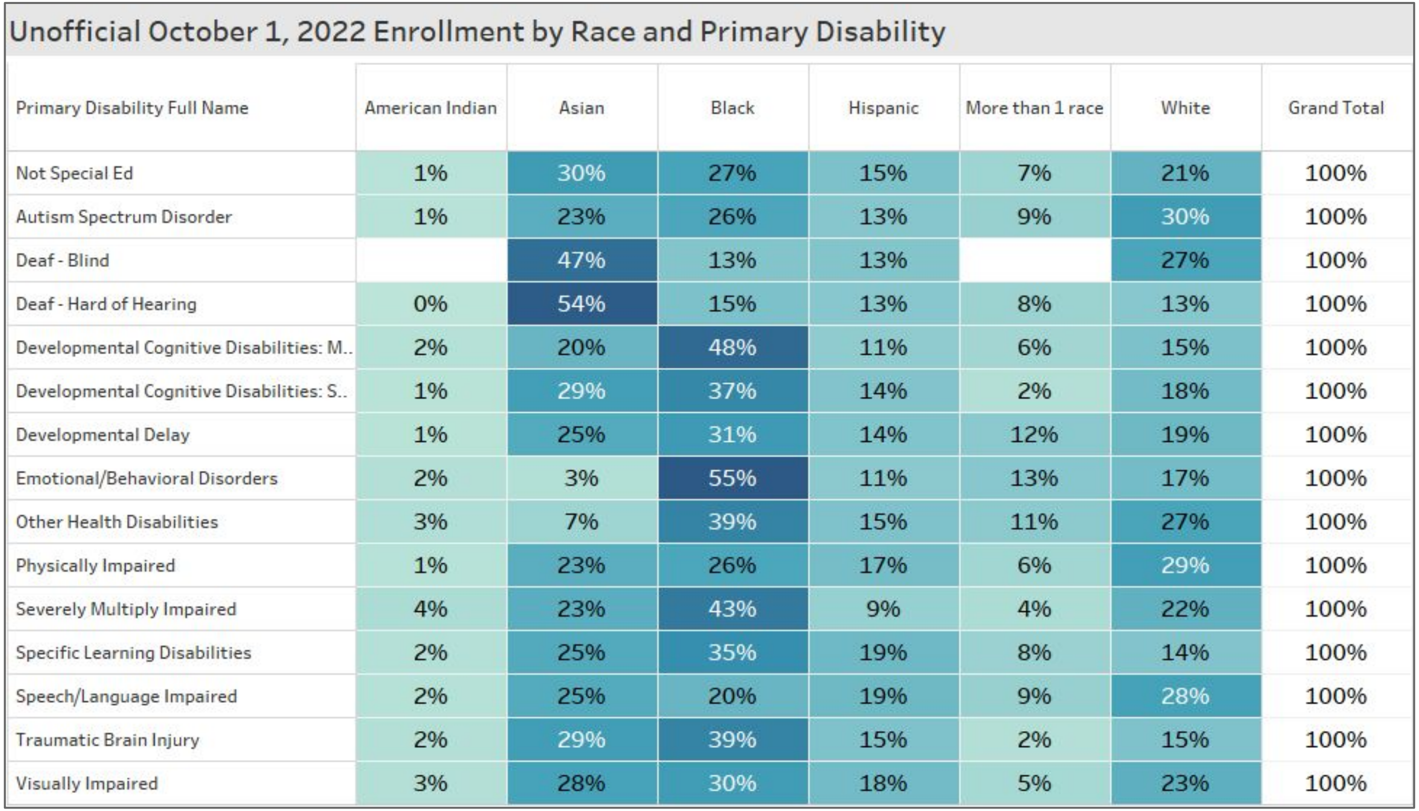
Q: How much more likely is it that a student from a given student group will be identified with a disability?

Student groups with fewer than 10 students are not shown.

Example reading: In 22-23, students who are White and do not qualify for Free or Reduced Price Lunch are 1.7 times as likely as other students to be identified with a disability.



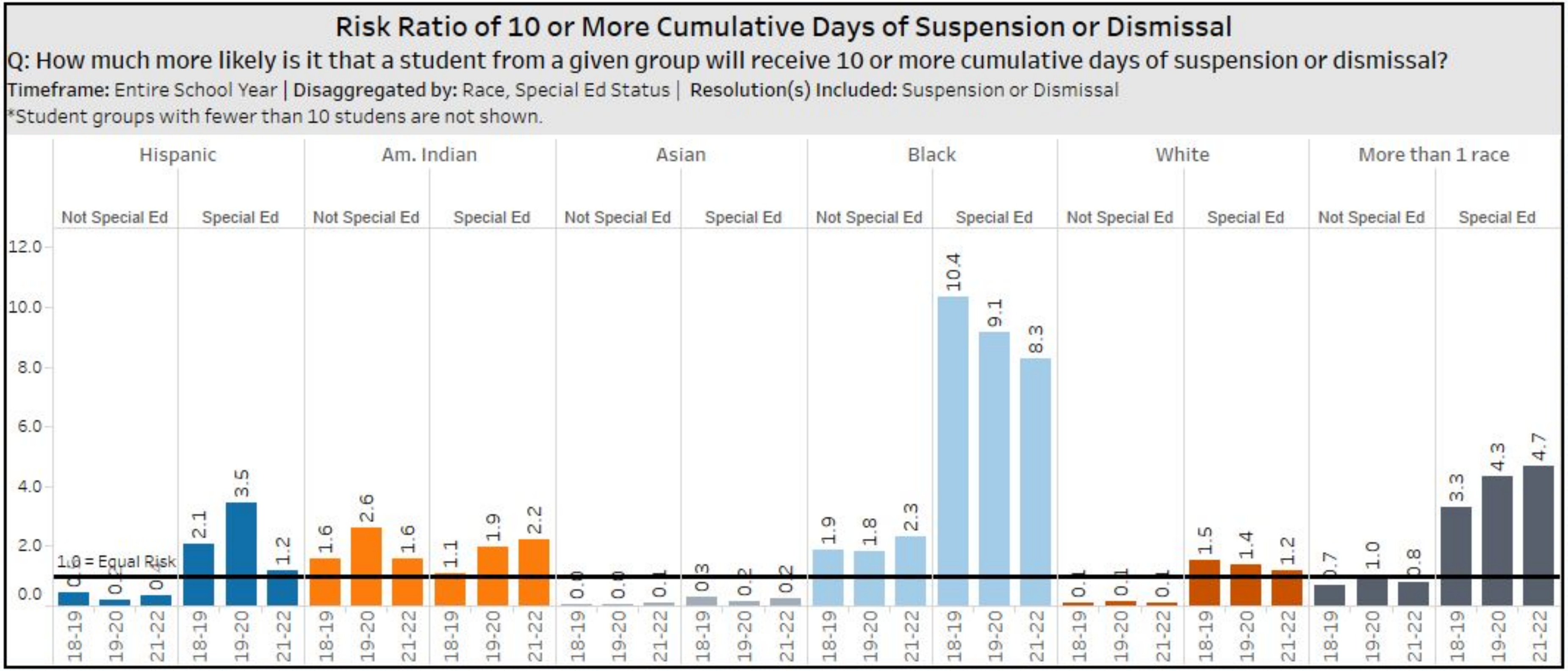
Example reading: In 22-23, students Black students are 27% of all students who are not in Special ed, and 55% of students with Emotional/Behavioral Disorders. I.e. over-representation.



Unofficial October 1, 2022 Enrollment by Race and Primary Disability

Primary Disability Full Name	American Indian	Asian	Black	Hispanic	More than 1 race	White	Grand Total
Not Special Ed	1%	30%	27%	15%	7%	21%	100%
Autism Spectrum Disorder	1%	23%	26%	13%	9%	30%	100%
Deaf - Blind		47%	13%	13%		27%	100%
Deaf - Hard of Hearing	0%	54%	15%	13%	8%	13%	100%
Developmental Cognitive Disabilities: M..	2%	20%	48%	11%	6%	15%	100%
Developmental Cognitive Disabilities: S..	1%	29%	37%	14%	2%	18%	100%
Developmental Delay	1%	25%	31%	14%	12%	19%	100%
Emotional/Behavioral Disorders	2%	3%	55%	11%	13%	17%	100%
Other Health Disabilities	3%	7%	39%	15%	11%	27%	100%
Physically Impaired	1%	23%	26%	17%	6%	29%	100%
Severely Multiply Impaired	4%	23%	43%	9%	4%	22%	100%
Specific Learning Disabilities	2%	25%	35%	19%	8%	14%	100%
Speech/Language Impaired	2%	25%	20%	19%	9%	28%	100%
Traumatic Brain Injury	2%	29%	39%	15%	2%	15%	100%
Visually Impaired	3%	28%	30%	18%	5%	23%	100%

Example reading: Black students in Special Ed were 8.3 times as likely as other students to receive 10 or more cumulative days of suspension or dismissal in SY21-22.



Risk Ratio of 10 or More Cumulative Days of Suspension or Dismissal

Q: How much more likely is it that a student from a given group will receive 10 or more cumulative days of suspension or dismissal?

Timeframe: Entire School Year | **Disaggregated by:** Race, Special Ed Status | **Resolution(s) Included:** Suspension or Dismissal

*Student groups with fewer than 10 studens are not shown.

Hispanic
Am. Indian
Asian
Black
White
More than 1 race
Not Special Ed
Special Ed
12.0
10.0
8.0
6.0
4.0
2.0
0.0
1.0 = Equal Risk
18-19
19-20
21-22
0.
0.
0.
2.1
3.5
1.2
1.6
2.6
1.6
1.1
1.9
2.2
0.0
0.0
0.1
0.3
0.2
0.2
1.9
1.8
2.3
10.4
9.1
8.3
0.1
0.1
0.1
1.5
1.4
1.2
0.7
1.0
0.8
3.3
4.3
4.7

Compliance and Monitoring

US Department of Education requires states to show compliance with federal indicators.

Minnesota Department of Education (MDE) requires districts to show compliance.

IDEA Federal Indicators

- **Indicator 1: Graduation Rates**
- **Indicator 2: Dropout Rates**
- Indicator 3: Participation and Performance on Statewide Assessments
- Indicator 4: Suspensions and Expulsions
- Indicator 5: Participation/Time in General Education Settings (LRE)
- Indicator 6: Preschool Children in General Education Settings (Pre-School LRE)
- Indicator 7: Preschool Children with Improved Outcomes
- Indicator 8: Parental Involvement
- Indicator 9: Disproportionate Representation in Special Education that is the Result of Inappropriate Identification
- Indicator 10: Disproportionate Representation in Specific Disability Categories that is the Result of Inappropriate Identification.
- Indicator 11: Timeframe Between Evaluation and Identification (Child Find)
- Indicator 12: Transition Between Part C and Part B
- **Indicator 13: Transition in the IEP**
- **Indicator 14: Post-School Outcomes**
- Indicator 15: Noncompliance Issues in General Supervision System
- Indicator 16: Resolution of Written Complaints
- Indicator 17: Due Process/Dispute Resolution
- Indicator 18: Dispute Resolution
- Indicator 19: Mediations Resulting in Mediation Agreements
- Indicator 20: Timeliness and Accuracy of State Reported Data

MDE Monitoring Process

- The Minnesota Department of Education (MDE) monitors school districts for both fiscal and program components.
- For program compliance, MDE identifies specific IEP components or “Indicators” to monitor (example, Transition)
- MDE provides a small list of student ID numbers for a record review on specific indicators.
- The SPPS compliance team reviews students’ files for the required indicator.

Monitoring Process

- Results are entered into the Stepwell MN system.
- MDE reviews the information submitted, and may assign corrective action to be completed by the district.
- The district completes the corrective action and submits updated information to MDE.
- 2021-22 SY SPPS had 1 corrective action.

Link to MDE Website for Program Monitoring

Fiscal monitoring -- regular audits federal and state funds

Professional Development

November 18th Secondary Professional Development Day

Sonday Training - **Orton**-Gillingham based program for literacy instruction

Unique Learning Systems Training - Curriculum for Setting III/IV ASD/DCD Programs

NVCI Trainings

Check and Connect Training

Paraprofessional Training: Digital Learning Day, upcoming professional development days

Grant - Connecting Families/CTLC

Connecting Families grant proposal: will provide space for new families of children with disabilities to connect, access information and support.

Charting the LifeCourse training grant proposal: will provide in training of the CtLC practices and tools for families and staff.

SEAC Membership Drive

How do all families get access to SEAC?

- SEAC is shared with all SpEd staff via OSS newsletter
- SpEd Coaches will be sharing information, having conversation and inviting families to attend
- SEAC members & guests share information with their communities
- OFECP website
- Special Education Family Engagement webpages
- SpEd website home page

How do all families get the same information that SEAC does?

- SEAC website posts agendas, minutes, and recordings

SEAC School Year Planning

What are our goals for the school year?

Theme/s

- Back to the Basics
- SpEd Touches everyone

Projects

- Student Spotlight
- All PAC
- Connecting with other SEACs
- SEAC School Year time line

Standing Agenda items:

- District Requests for feedback

7:40 - 7:50 p.m.- 10 min

SEAC Forum/Reflections

Open time for hearing parent voice, sharing stories from the disability community, giving feedback for future agenda items.

7:50 - 8:00 p.m. (10 minutes)

Meeting Announcements

(Events/Resources/Agenda requests)

- Dec 7 - ABCs of the IEP for parents of transition age students
- Board of Education Chair Jim Vue attending Dec. SEAC

Saint Paul Public Schools
Special Education
Advisory Council

Next SEAC meeting
Monday, December 12th

Saint Paul Public Schools