



**Harrisburg School District**

**The State of the  
Special Education Department**

**Act 141 Advisory Committee Meeting  
April 21, 2022**

**Yolanda Goodwin-Humphrey Director**

# Enrollment

	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment (12.1)	1249	1206	1143	1155
Percentage of SpEd	18.40%	17.60%	17.10%	17.79%
End of Year	1411	1260	1282	1208

# Child Count 12/1

Child Count	2018-2019	2019-2020	2020-2021	2021-2022
Total Student Count	1289	1270	1178	1282
Total 12/1 Count	1249	1206	1143	1155
Total Out of Compliance	41	64	35	27
Total Percentage	96.80%	94.56%	94.56%	97.10%

# ACT 16

## ENROLLMENT BY CATEGORY

	2018-2019	2019-2020	2020-2021
<b>Category 1</b> <b>Below \$26,717.95</b>	<b>1610</b>	<b>1363</b>	<b>1345</b>
<b>Category 2</b> <b>\$26,717.96 - \$53,453.91</b>	<b>50</b>	<b>74</b>	<b>59</b>
<b>Category 3</b> <b>\$53,453.92 - \$80,153.88</b>	<b>30</b>	<b>50</b>	<b>36</b>
<b>Category 3 A</b> <b>\$80,153.89 - Over</b>	<b>6</b>	<b>11</b>	<b>8</b>
<b>Total</b>	<b>1696</b>	<b>1498</b>	<b>1448</b>

# ❖ Academic Goal # 2

## Improving student growth as measured by statewide system

- ❖ Growth Measure – estimate of growth
- ❖ Growth Index – amount of evidence that the group met, exceeded or fell short of growth standard

<b>Well Above</b>	Significant evidence that the district exceeded the growth standard
<b>Above</b>	Moderate evidence that the district exceeded the growth standard
<b>Meets</b>	Evidence that the district met the growth standard
<b>Below</b>	Moderate evidence that the district did not meet the growth standard
<b>Well Below</b>	Significant evidence that the district did not meet the growth standard

# Academic Goal # 2

Improving student growth as measured by statewide systems

PSSA – Math Growth 2021	All District Students Growth Index & Color Indicator	Special Education Students Growth Index & Color Indicator
5 <sup>th</sup>	-4.2 – Well Below	2.47 – Well Above
6 <sup>th</sup>	0.25 - Meets	0.79 - Meets
7 <sup>th</sup>	7.16 – Well Above	5.13 – Well Above
8 <sup>th</sup>	4.48 – Well Above	3.99 – Well Above
<b>Keystone</b>		
Algebra I	-3.62 – Well Below	1.1 – Above
<b>STAR</b>		
1 <sup>st</sup>	-16.9 – Well Below	-4.8 – Well Below
2 <sup>nd</sup>	-15.83 – Well Below	-3.82 – Well Below
3 <sup>rd</sup>	-15.3 – Well Below	-3.26 – Well Below
4 <sup>th</sup>	-9.34 – Well Below	-2.57 – Well Below
5 <sup>th</sup>	-14.68 – Well Below	-7.44 – Well Below
6 <sup>th</sup>	-10.6 – Well Below	-4.19 – Well Below
7 <sup>th</sup>	-8.63 – Well Below	-3.0 – Well Below
8 <sup>th</sup>	-10.23 – Well Below	-3.77 – Well Below

# Academic Goal # 2

Improving student growth as measured by statewide system

PSSA – ELA Growth 2021	All District Students Growth Index & Color Indicator	Special Education Students Growth Index & Color Indicator
5 <sup>th</sup>	-3.71 – Well Below	-2.34 – Well Above
6 <sup>th</sup>	-0.18 - Meets	1.91 - Above
7 <sup>th</sup>	6.1 – Well Above	3.74 – Well Above
8 <sup>th</sup>	7.12 – Well Above	4.42 – Well Above
<b>Keystone</b>		
Literature	-0.19 – Meets	0.63 - Meets
<b>CDT</b>		
10 <sup>th</sup> Grade Literature	-0.38 - Meets	-1.08 - Below
<b>STAR</b>		
1 <sup>st</sup>	-13.93 – Well Below	-5.02 – Well Below
2 <sup>nd</sup>	-9.39 – Well Below	-2.86 – Well Below
3 <sup>rd</sup>	-5.35 – Well Below	-3.1 – Well Below
4 <sup>th</sup>	-6.23 – Well Below	-0.64 – Well Below
5 <sup>th</sup>	-15.32 – Well Below	-6.0– Well Below
6 <sup>th</sup>	-8.27 – Well Below	-1.44– Well Below
7 <sup>th</sup>	-9.91 – Well Below	-3.9 – Well Below
8 <sup>th</sup>	-10.73 – Well Below	-2.62 – Well Below

# Academic Goal # 2

## Improving student growth as measured by statewide system

PSSA – Science Growth 2021	All District Students Growth Index & Color Indicator	Special Education Students Growth Index & Color Indicator
8 <sup>th</sup>	4.08 – Well Above	1.78 – Above
<b>Keystone</b>		
Biology	-0.11 – Meets	1.9 - Above
<b>CDT</b>		
Biology	-1.45 - Below	-0.34 - Meets
<b>STAR</b>		
1 <sup>st</sup>	-13.93 – Well Below	-5.02 – Well Below
2 <sup>nd</sup>	-9.39 – Well Below	-2.86 – Well Below
3 <sup>rd</sup>	-5.35 – Well Below	-3.1 – Well Below
4 <sup>th</sup>	-6.23 – Well Below	-0.64 – Well Below
5 <sup>th</sup>	-15.32 – Well Below	-6.0 – Well Below
6 <sup>th</sup>	-8.27 – Well Below	-1.44 – Well Below
7 <sup>th</sup>	-9.91 – Well Below	-3.9 – Well Below
8 <sup>th</sup>	-10.73 – Well Below	-2.62 – Well Below



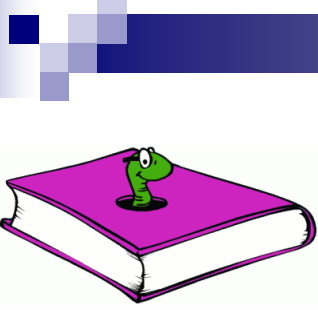


# Academic Goal # 3

## Improve Graduation Rate

### Grad Rates

School Year	Graduation Rate
2017-2018	47.47%
2018-2019	53.76%
2019-2020	71.67%
2020-2021	86.75%



# Academic Performance 12

## Reenrollment Targets - Charter School

	2019-2020	2020-2021	2021-2022
Reenrollments	8	21	40





# Academic Performance 13

- ❖ **Review the number of special education students returning to the district from outside placements and the number of referrals;**
  - ❑ Referrals on Google Doc (can be shared with anyone)
  - ❑ 45 Day review with OOD Licensed Social Worker
  - ❑ Monthly review of returns to the district with OOD Licensed Social Worker.



# Academic Performance 13

- ❖ **Ensure all out of district placements SpEd to ensure accuracy.**
  - Monthly review of bills with Pupil Services and OOD LSW
  
- ❖ **Issue a report of total special education costs twice per year to be shared with the administration.**
  - Google Doc (Completed)



# Academic Performance 13

- ❖ **Assess the number of compensatory education/settlements it is making on an annual basis.**
  - Google Doc
  - Google Doc for all compensatory services
    - ✓ Suspension/Expulsion
    - ✓ Speech and Language Vacancies



# Academic Performance 13

❖ **Assess whether special education can be provided at a lower rate on an annual basis.**

- Vista Student – Moved to 4010 in 19-20.
- 2 Student with DHH – Moved to WPSD 20-21 & 21-22.
- 22-23 Third DHH moving to WPSD as 4010 student.



# Academic Performance 01

## SPP4 (Suspension & Expulsions)

### ❖ Decrease suspensions across all buildings

#### □ Administrator Resources

- ✓ Trainings – (SPP4)
- ✓ Responsive Practices
- ✓ Child Find
- ✓ MTSS
- ✓ Suspension & Expulsion

□ 20-21 Developed a consequence chart for administrators.

□ 21-22 Developed an Administrator binder

□ Just a note: 18-19 Compensatory Ed. was about **\$32,216.00**





# Academic Performance 03

## ❖ Improve accountability for student performance.

- Use of Interventions and Progress monitoring tools.

  - ✓ Read 180, System 44, iRead, IXL, Aimesweb Plus

- All progress monitoring now in Google Docs with administrators /supervisors access.

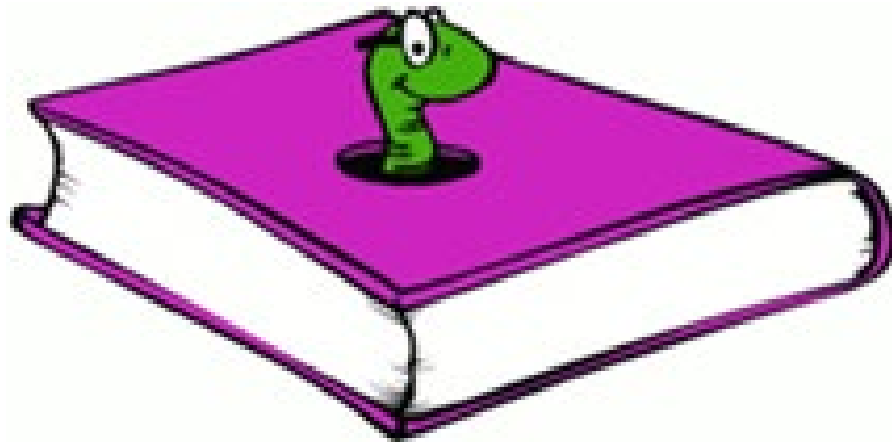
**(Accountability)**

# Academic Performance 05

## ❖ Continue Professional Learning Communities

### □ Special Education Supervisors

- ✓ Participated in year long Pennsylvania Fellowship Program (PFP) for **Special Education Leaders**





# Operations 04

## ❖ **Develop and implement a multiyear transportation improvement plan**

- ❑ Implemented a Transportation Consideration Document to assist with discussion and needs for new/renewal students needing transportation.
- ❑ Implemented all new students needing transportation needs approval by supervisor.

# Operations 11

## ❖ **Develop a districtwide recruitment strategy**

- ❑ Special Education Supervisor Shawn Tuttle participates and attends all recruiting events to recruit for SpEd staff.

## Revenue 04

## ❖ Receive Special Education Contingency Funding Annually

- ❑ Submitted yearly.
- ❑ Last received: 18-19 - \$133,945.07
- ❑ 20-21 ACT 16 has been completed which indicates three (3) students at \$99,000.00 or above.

Student	Total Cost	Minus State subsidy	Curent Eligible Cost	Final Eligible Cost
A	\$ 113,397.44	\$ (9,886.00)	\$ 108,983.00	\$ 108,983.00
B	\$ 103,444.86	\$ (9,886.00)	\$ 70,872.99	\$ 94,246.00
C	\$ 104,344.47	\$ (9,886.00)	\$ 74,901.47	\$ 99,602.00

# Revenue 06

## ❖ Increase Medicaid Access Revenue

- ❑ Hired new ACCESS Accountant
  - ✓ Final Meeting in May to review staffing for first Staff pool submission for the 22-23 year!
- ❑ Provided First Aid CPR training to PCA's
  - ✓ August 25 and October 11.
- ❑ Working with numerous agencies to hire Speech and Language Therapist to increase ACCESS revenue.
  - ✓ 5 Speech and Language Therapist (Vacancy)



# Pennsylvania Department of Education SpEd State Performance Plan Indicators

## ❖ Hot Topics Corrective Action

- ❑ Graduation Rate (SPP1) (4 years) (CM)
  - ✓ **(Slide 9 - Academic Goal #3)**
- ❑ Suspension & Expulsion ( SPP4) (7 years) (CM)
  - ✓ **(Slide 17 - Academic Performance 01)**
- ❑ Drop Out Rate (SPP2) (4 years) (CM)

✓

School Year	Drop out Rate
2017-2018	33.33%
2018-2019	28.33%
2019-2020	%
2020-2021	%

# PDE /State Performance Plan Indicators

- ❖ Least Restrictive Environment (SPP5) (7 years)

- ❖ **Other**

  - ❑ Pennsylvania Alternate State Assessment

School Year	PASA Rates
2017-2018	5.04%
2018-2019	5.0%
2019-2020	3.47%
2020-2021	3.2%

- ❖ **Kudo's to the PASA team and teachers for doing an awesome job!! 83% of our students were tested during COVID!!**



# Conclusion

- ❖ This has been a year full of corrective action, transition, challenges, PASA testing, and a year of virtual learning!!! AND YOU ALL HAVE BEEN AMAZING!!!
- ❖ Kudo's to the resilient SpEd staff!!
- ❖ The Special Education Department continues to have challenges and has a long way to go in several categories:
  - ❑ Least Restrictive Environment
  - ❑ PASA Testing
  - ❑ Suspension/Expulsion
- ❖ At this time!! I am pleased to inform the committee The Harrisburg School District is out of CORRECTIVE ACTION!

