Curriculum/Technology/Student Service Committee Meeting

Upper Merion Area School District
November 27, 2023

Agenda

- ❑ Future Ready Comprehensive Plan – Goal Setting
- ❑ State of Special Education
- ❑ Facilities & Operations Presentation

District-wide Focus: Intersectionality

Diversity, Equity & Inclusion (Belonging)

Effective Instructional Practices

Social & Emotional Learning

Academic Achievement

"Progressive, high-quality curriculums."

"Strong teachers and learning environment, personalized learning tracks."

Demographic Data



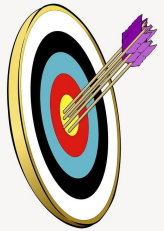
Total Students: 4322 as of October 2023

American Indian: 1%
Asian: 16%
Black: 14%
Hispanic: 14%
Multi-Racial: 9%
Native Hawaiian: .02%
White: 46%
ELs: 9%
50 different languages for identified English Learners
Economically Disadv: 45%



Future Ready
Comprehensive Planning

District
GOAL SETTING



Determine Root Cause and Set Goals	Implement Action Plan	Evaluate Outcomes
Evaluate all data domains to determine areas of need and identify root causes	Put into place steps to address areas of needs.	Reexamine all data domains and determine effectiveness of steps taken.

Challenges - Data from 2021-2024

- ELA & Math achievement for Special Education, Economically Disadvantaged, & Black students*
- Discipline Data - disproportionality of suspensions
- Math Acceleration (Grades 4 through 8)*
- Gifted Program - lack of representation of students of color*
- Communication - District to Community

Research-Based Practices - MTSS (PBIS/RTI)

- FUNDATIONS - K-2
- Amplify Platform for Data Analysis
- Just Words - 4-6
- Math Acceleration Program focus
- Gifted evaluation
- Cultural Proficiency focus for curriculum & instruction
- Special Education Coaches - focus on inclusion
- Advisor for Diversity, Equity, and Climate
- African American Studies course
- Women's Studies Course
- HBCU College Tours
- HS Lunch & Learn
- MS Viking Times
- HS Youth Aid Panel
- Restorative Practices
- PBIS - District-wide
- Student Voice

Challenges	Responses	Results*
Math Fact Fluency	*First in Math*	10% increase in PSSA scores over 3 years
Math Acceleration	Targeted Math Enrichment	8 out of 14 students met math acceleration criteria
Primary Decoding (K-3)	*FUNdations*, K-2 (+3)	48% of K met Dibels benchmark BOY 2023
Reading Fluency (4-6)	*Just Words*, 4th-6th grades	67% of 3rd met Dibels benchmark BOY 2023
Multilingual Student Body	PA Seal of Biliteracy	12 students qualified in Class of 2023

Challenges	Responses	Results*
Lack of representation of students of color and women in curricula	African American Studies and Women's Studies courses added	72 students enrolled in new high school courses + HBCU Trip
Lack of staff of color	Change in recruitment, hiring & retention efforts	Increase from 38% (2021) to 47.6% 2022 of new hires.
Post-COVID Professional Development plans	DEI, Effective, Instruction, Social & Emotional Learning	Positive survey feedback regarding Professional Development & Shifts in classroom & building environment as per Equity Learning Walks

*Data to be updated March 2024

STUDENT SERVICES
SPECIAL EDUCATION DATA REPORT

Upper Merion Area School District

Inspiring Excellence

Special Education Monitoring Administrative Review

- **Inclusive Education is the practice of educating and caring for children with disabilities in the same environment or setting as their typically developing peers. In an inclusive program, children with and without disabilities learn and participate in the same daily activities and routines.**
- **Compliance is 100%**

Special Education Data Report
School Year 2016-2017

Upper Merion Area SD

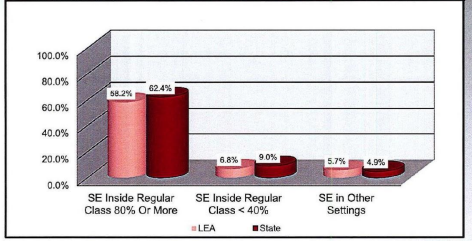
Where this symbol (---) appears, the PDE is not displaying these data on this report to guard against improper statistical comparisons due to small group sizes (n=10 or less), and to protect the confidentiality of those students with disabilities who comprise this category.

Enrollment (School Age)
Source: December 1, 2016 Child Count

	LEA	State
Total Enrollment ^	3,962	1,718,530
Total Special Education Enrollment	501	283,145
Percent Special Education	12.6%	16.5%
Percent of Special Education Enrollment by Disability		
Autism	11.8%	10.7%
Deaf-Blindness	---	0.0%
Emotional Disturbance	7.4%	8.5%
Hearing Impairment Including Deafness	---	1.0%
Intellectual Disability (Mental Retardation)	7.2%	6.5%
Multiple Disabilities	---	1.1%
Orthopedic Impairment	---	0.2%
Other Health Impairment	16.6%	14.9%
Specific Learning Disability	32.7%	41.8%
Speech or Language Impairment	20.6%	14.7%
Traumatic Brain Injury	---	0.2%
Visual Impairment Including Blindness	---	0.4%

^ Total Enrollment, for Special Education reporting purposes, includes all students enrolled in an LEA regardless of the location where a student is receiving services.

Educational Environments (Ages 6-21)
Source: December 1, 2016 Child Count



Race/Ethnicity (School Age)
Source: December 1, 2016 Child Count

	Spec ED	LEA
American Indian/Alaska Native	---	0.4%
Asian	7.2%	16.7%
Black or African American	13.4%	10.9%
Hispanic	12.4%	11.2%
Multiracial	4.0%	4.6%
Native Hawaiian/Other Pacific Islander	---	0.5%
White	62.5%	55.8%



Upper Merion Area School District

2017 vs 2023 Spec Education Enrollment

- District Enrollment as of November 17, 2017
  - 4,104 Students
- Special Education
  - Grade K-4 199
  - Grade 5-8 190
  - Grade 9-12 180
- TOTAL 569
- Percent Special Education 13.8%

- District Enrollment as of November 3, 2023
  - 4,511 Students
- Special Education
  - Grade K-4 278
  - Grade 5-8 244
  - Grade 9-12 285
  - Out Attending 53
- Total 860
- Percent Special Education 19.0%

2021-22 SEDR (Data Reporting)

- https://penndata.hbg.psu.edu/Public-Reporting/SEDR-Report-Dashboard

Measure	LEA	State
Total Enrollment	4,389	1,684,754
Total Special Ed	764	313618
Percent Special Ed	17.4%	18.6%

LRE

- SE 80% or more — 61.0% Did Not Meet Target (61.8)
- SE less than 40% — 9.6% Met Target (7.6)
- SE other Setting — 5.1% Did Not Meet Target (4.4)

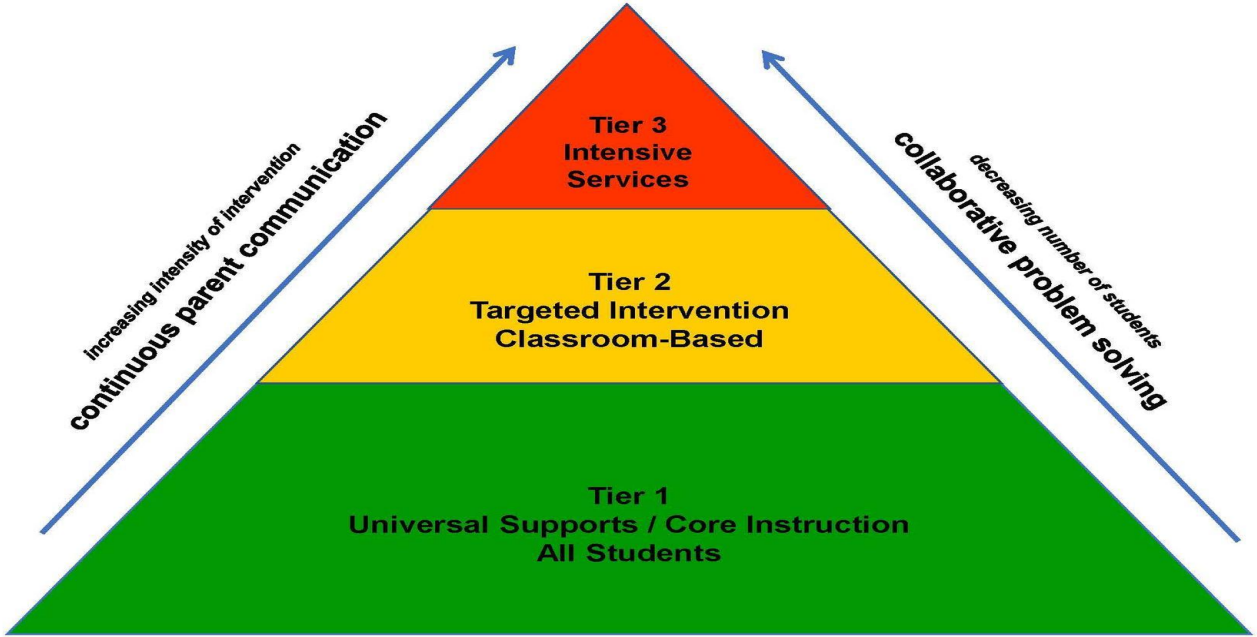
COVID Impacts



District Initiatives

- Best Instructional Practices
  - Data Based Instruction and MTSS Design
  - Training in Direct Instruction
  - Teacher Consultation and Professional Development
- Social Emotional Learning
  - Universal Screeners under the framework of PBIS
  - Social emotional Curriculum k-12
  - Restorative practices
- Creating A Sense of Belonging
  - UPenn Consortium on Optimal Health
  - PD in Inclusive instruction

Multi-Tiered Systems of Support



Barriers and Solution

- Task Force on Special Education
  - Scheduling and Teacher Planning/Collaboration
  - PD for All Staff on Specially Designed Instruction
  - Paraprofessional training
- Coordination between Student Services/Special Education and Curriculum Instruction
  - Messaging and cooperative efforts
  - Re-visiting a continuum of Programs and Services
  - Aligning Curriculum in a UDL with access for all learners
- Special Education Compliance
  - LEA Responsibilities
  - IEP Writing – meaningful and practical
  - Progress Monitoring and Integrated goals