



TENNESSEE

PUBLIC CHARTER SCHOOL COMMISSION

**SPECIAL POPULATIONS
UPDATE**

JULY 25, 2024

AGENDA

- Special Populations Overview
- Monitoring & Reporting Requirements
- Areas of Strength & Growth Opportunities
- Looking Ahead to SY2024-25



SPECIAL POPULATIONS OVERVIEW



SPECIAL POPULATIONS

OVERVIEW

- What we mean by "special populations":
 - Students with disabilities (SWD)
 - English learners (EL)
 - Students with a 504 Plan
- Other special populations:
 - Students in RTI support
 - Students with characteristics of dyslexia
 - Homeless, Migrant, and Foster Care



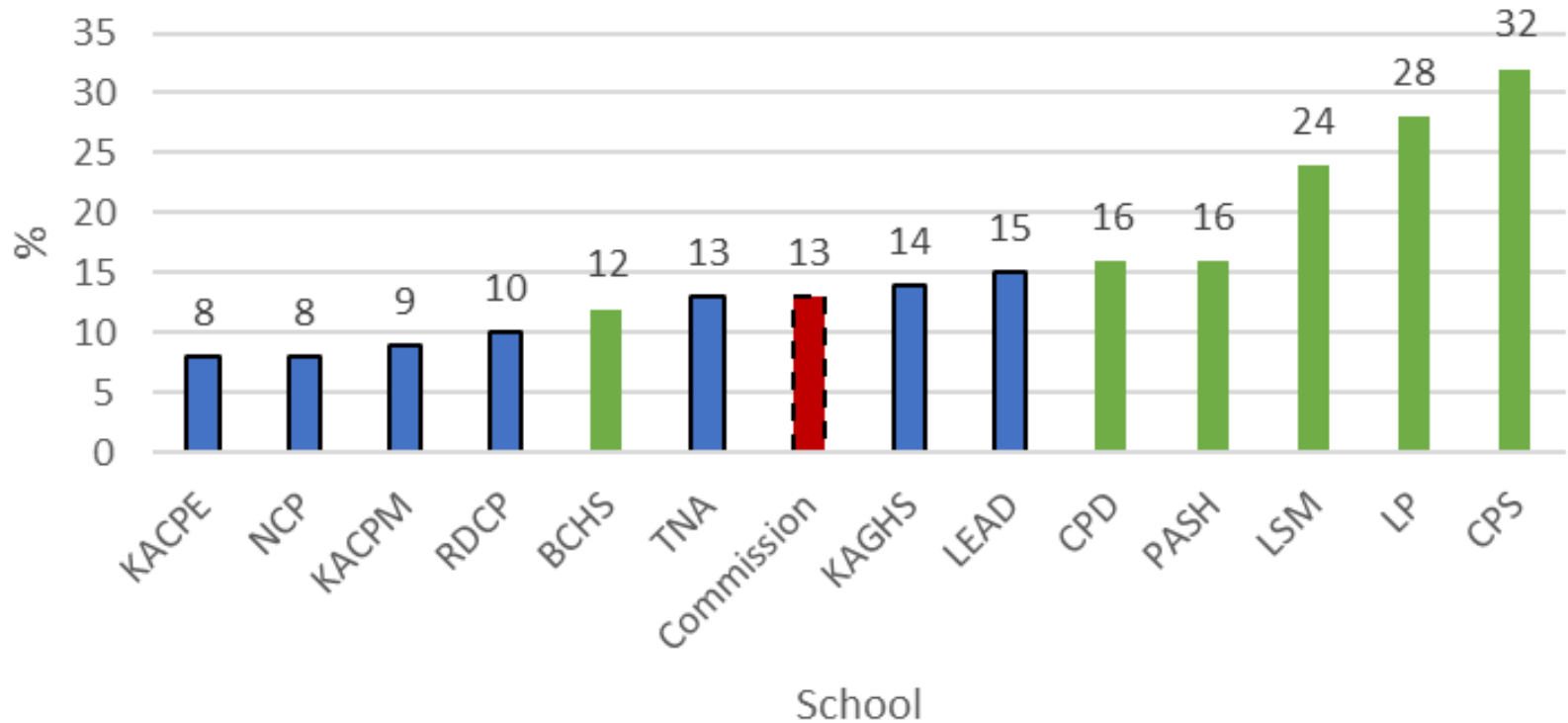
STUDENTS WITH DISABILITIES

	SWD Count	Percent of total student enrollment
TPCSC	610	13% (SY 23-24)
MNPS	10,067	13% (SY 22-23)
MSCS	11,544	11% (SY 22-23)
Tennessee	126,473	13% (SY 21-22)
National	7.5 million	15% (SY 22-23)

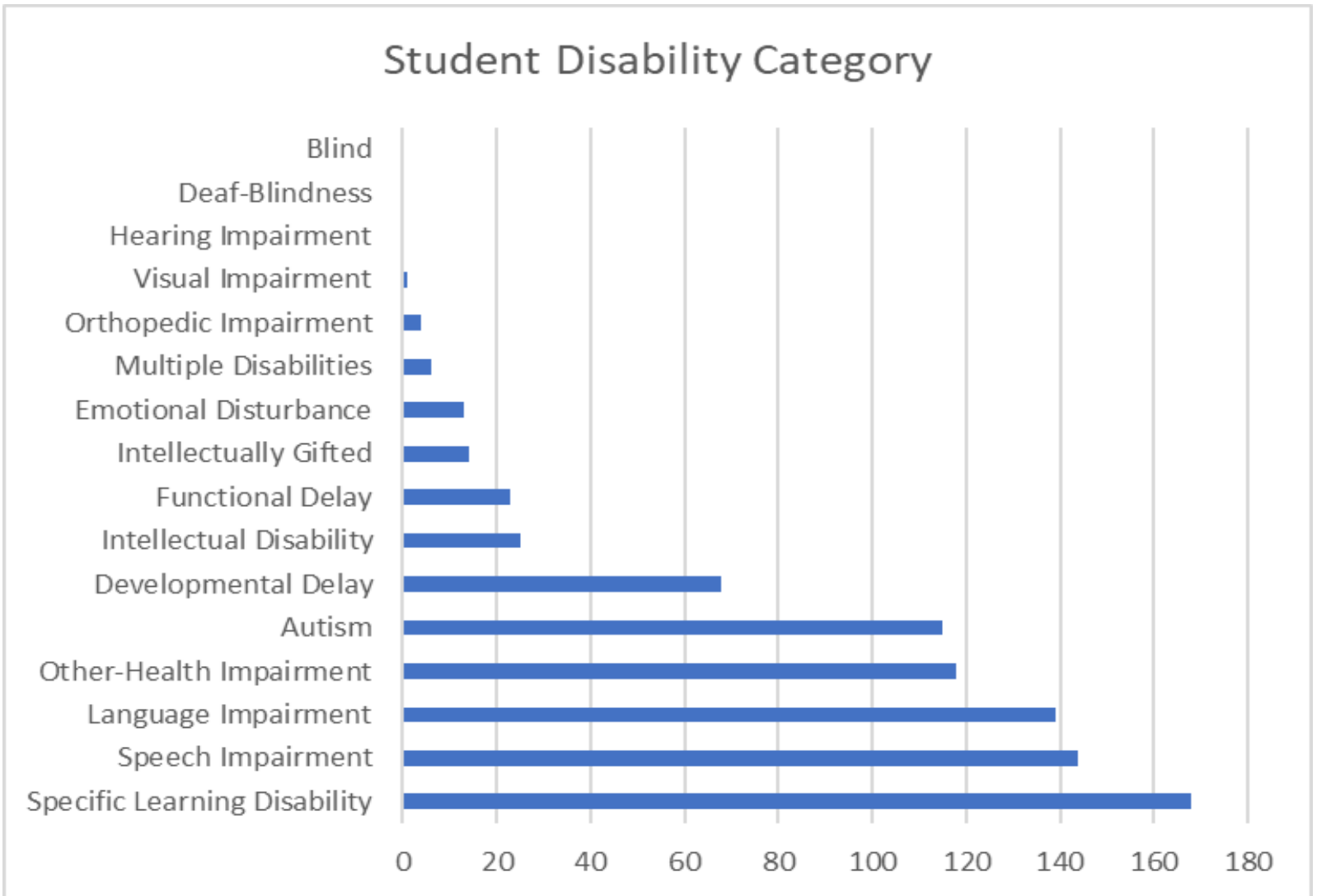


SWD POPULATIONS (% SY23-24)

Commission Schools: % Students With Disabilities (SWD)



TPCSC DISABILITY COUNT BY CATEGORY (SY23-24)



ENGLISH LEARNERS (EL)

OVERVIEW

- What we mean by "active" English Learner:
 - A Non-English Language Background (NELB) student who qualifies for Direct or Indirect ESL services via an Individual Learning Plan (ILP).
- What we mean by "transitional":
 - An EL student who has met the exit criteria for Direct or Indirect ESL Services.

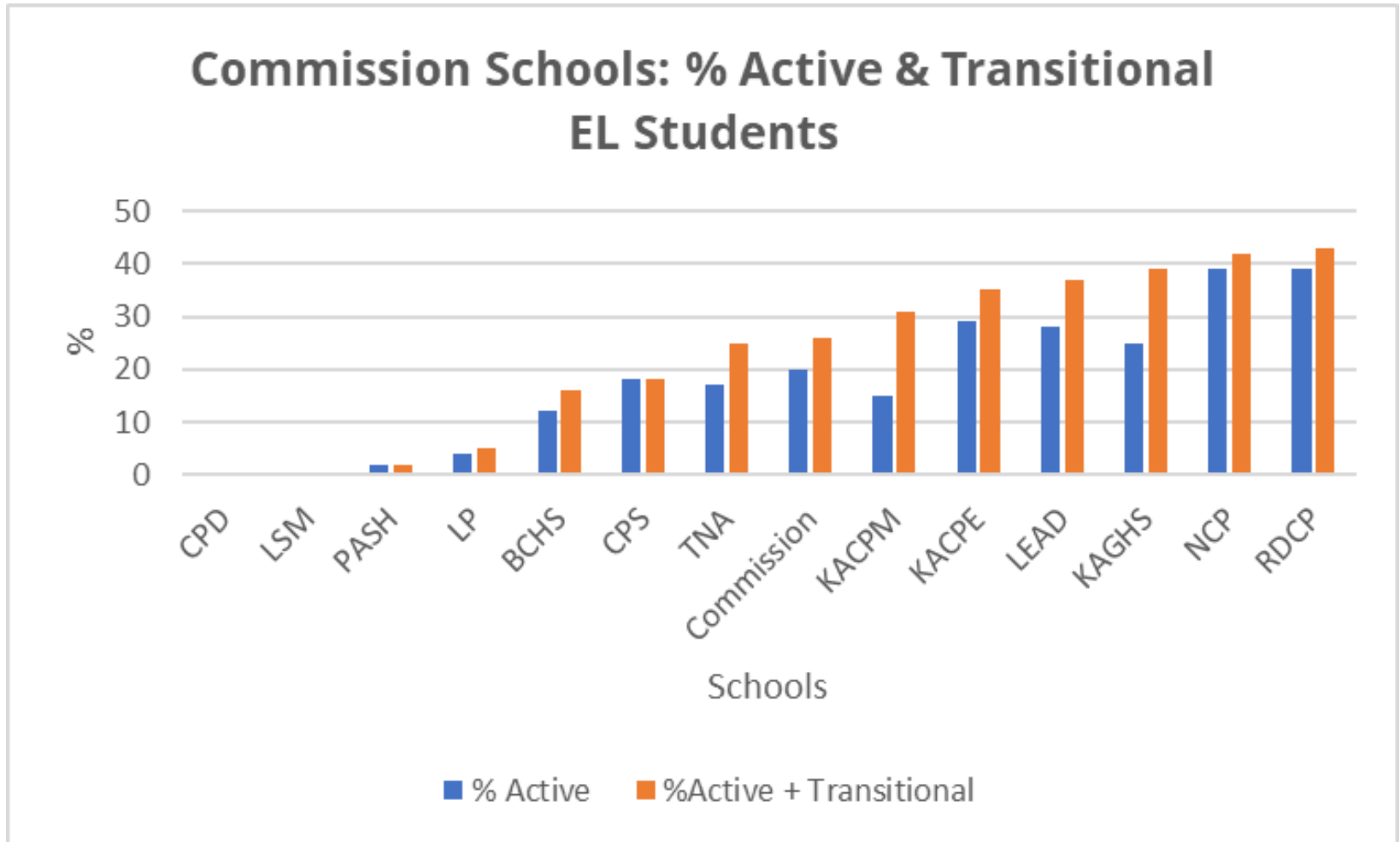


ENGLISH LEARNERS

	EL Count	Percent of total student enrollment
TPCSC	1,255	26% (SY23-24)
MNPS	21,682	28% (SY22-23)
MSCS	13,643	13% (SY22-23)
Tennessee	77,919	8% (SY22-23)
National	5.3 million	11% (SY21-22)



EL POPULATIONS (% SY23-24)



MONITORING & REPORTING REQUIREMENTS



MONITORING & REPORTING

- Changes in monitoring & reporting for special populations:
 - Beginning in SY 2018-19, ILPs are required for ELs
 - Additional significant changes for special populations statewide:
 - Transition to TN Pulse
 - Calculation of 1:35 ESL teacher to EL student ratio
 - ILP-Ds (for student with characteristics of dyslexia)
 - TISA funding tied to IEP, ILP, and ILP-D data
 - New ELP21 standards and assessments
- Impact on schools/LEA
 - These changes have required:
 - Additional school and district staff
 - New trainings and resources
 - Revisions to monitoring processes and reporting requirements
 - Revised funding allocation methodologies



MONITORING

- Monitoring Types

- State Monitoring of Districts:

- LEA Results-Based Monitoring (RBM)
 - Annual Desktop IEP Monitoring
 - Annual Desktop ILP Monitoring (TBA)

- District Monitoring of Schools:

- Federal Subrecipient Monitoring
 - Desktop Monitoring (Quarterly, Semiannually, Annually)
 - IEPs, ILPs, ILP-Ds, 504 Plans
 - Annual Site Visits (with Authorizing Team)
 - Additional Site Visits (Tier 3 in SPED or EL, if applicable)
 - Monthly population count (data monitoring)



REPORTING

- LEA Reporting
 - Midyear Special Education Report
 - End-of-Year Special Education Report
 - SSEER/Maintenance of Effort (MOE) (IDEA funds)
 - Annual TELLSA Report
- School Level Reporting
 - Timeline compliance (1st 30 days)
 - Annual review of IEPs, ILPs, ILP-Ds, 504 Plans
 - Re-eligibility every 3 years (IEPs and 504 Plans)
 - Quarterly RTI process



COMPLIANCE SUPPORTS

- LEA must address all findings and areas of non-compliance discovered through:
 - TDOE monitoring
 - LEA monitoring
 - School self-reporting
 - Parent or other complaint
- Supports may include:
 - Informal/formal investigation
 - Letter identifying areas of non-compliance
 - Corrective action (e.g., training/technical assistance, revising documentation, review of policies, procedures, and/or relevant deliverables, etc.)



AREAS OF STRENGTH & GROWTH OPPORTUNITIES



AREAS OF SUCCESS

- FY24 Level 3 RBM closed in June 2024
- IDEA Determination of LEA improved to Meets, the lowest level of overall risk
- TN Pulse transition
 - Schools transitioning to new LEA
 - ILP completion rates
- New School Programs & Supports Team onboarded and growing



GROWTH OPPORTUNITIES

- Splitting Special Populations Coordinator into two roles
- English Learner Program
 - Transition to new assessment and standards
 - Improving quality of ILPs and reducing findings
 - Proactive EL program supports - based on risk assessment data and procedures
- Exceptional Education
 - Increased focus on ILP-Ds, 504 Plans, and quality RTI programs
 - Intentional supports for gifted programming
 - Proactive EE program supports - based on risk assessment data and procedures



LOOKING AHEAD TO SY2024-25



LOOKING AHEAD TO FY25

- Professional Development
 - Scope and Sequence
 - Differentiation of supports for new school/leaders
 - Creating library of resources on Teams
- SPS Team Structure
 - Hired new English Learner Program Coordinator, John Bowyer
 - Reorganized Katie's role as Exceptional Education Coordinator (i.e., IEP, 504 Plan, ILP-D, RTI, Gifted)
- Risk Assessment
 - Tiered supports



RISK ASSESSMENT PREVIEW

- Uses prior year data to determine risk levels in five federal program areas:
 - Homeless, Foster, Migrant Students
 - Parent & Family Engagement
 - English Learners & Immigrant Students
 - Special Education
 - Finance
- Schools assigned Tier 1-3 in each area based on comprehensive risk assessment data
- LEA Teams differentiate monitoring and supports based on school tier level



PRELIMINARY DATA: SPECIAL POPULATIONS

- English Learner & Immigrant Students
 - Tier 1: 1
 - Tier 2: 11
 - Tier 3: 1
 - Areas of Growth: ELPA data, desktop monitoring findings, EL coordinator experience/staff attrition

- Special Education
 - Tier 1: 0
 - Tier 2: 6
 - Tier 3: 7
 - Areas of Growth: Desktop monitoring & site visit findings, timeline compliance



RISK ASSESSMENT

TAKEAWAYS

- SY2024-25 provides a reliable baseline of data and tiers
 - Aligns to feedback from TDOE through RBM and IEP monitoring
 - Aligns with SPF outcomes
 - Aligns with what we know to be true from prior year
- Use data to provide differentiated supports for individual schools and trending areas of concern
- Provides data points the LEA Teams and school-level teams can use to inform continuous improvement





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