

Developmental Delay Eligibility Recommendations

Introduction and Purpose

Good morning, President, members of the Board, and Superintendent. For the record, my name is Dr. Meski Renn. I appreciate the opportunity to present data regarding the Clark County School District's Developmental Delay (DD) eligibility category and the work completed by the district's Developmental Delay Task Force.

The purpose of today's presentation is to share the findings of the Clark County School District Developmental Delay Task Force and to provide data that may assist the Nevada Department of Education in considering potential revisions to Developmental Delay eligibility requirements.

Task Force

As previously shared, the Clark County School District convened a Developmental Delay Task Force to examine potential options for expanding Developmental Delay eligibility. The Task Force was presented with three distinct scenarios for extending the age range for Developmental Delay eligibility. Maintaining the current age requirement was not among the scenarios provided for consideration. The Task Force reviewed each option and developed recommendations.

Data

During previous discussions, the Nevada Department of Education requested information regarding students who exited Developmental Delay eligibility and subsequently requalified for special education services. Specifically, the Department requested information regarding:

1. The number of students who exited Developmental Delay eligibility and later qualified for special education under another eligibility category;
2. The amount of time that elapsed between exiting Developmental Delay eligibility and subsequent qualification; and
3. The disability categories under which those students later qualified.

At the time of the Task Force's deliberations, districtwide data addressing these questions was not available. Since then, the CCSD Assessment, Accountability, Research, and School Improvement Division (AARSI) Data Services Department has developed a data visualization

using information extracted from Infinite Campus. Although this data has not been validated against other sources, it gives us a clear picture to respond to the board's questions. It is important to note that the Task Force did not have access to these data during its review and recommendation process. Consequently, the recommendations developed by the Task Force were informed by stakeholder input, professional judgment, and current practices rather than the outcome data being presented today.

Key Findings

Between the 2020-2021 and 2023-2024 school years:

1. An average of 18 students per year exited from Developmental Delay eligibility and later qualified under another disability category. Across the four-year period, this represented 76 students, or less than 3 percent of students who exited Developmental Delay eligibility. In other words, 97% or 5,790 of students who were exited and never returned again.
2. On average, among the 76 students who were re-evaluated after being exited and determined eligible for special education services, the time from exit was approximately 1.5 years.
3. Among the 76 students who later qualified for special education services, the eligibility categories were as follows.

Between the 2020-2021 and 2023-2024 school years:

Eligibility Category	Percentage
Specific Learning Disability (SLD)	31.58%
Speech or Language Impairment (SLI)	22.37%
Hearing Impairment (HE)	19.74%
Autism (AU)	17.11%
Emotional Disturbance (ED)	6.58%
Traumatic Brain Injury (TBI)	1.32%
Intellectual Disability (ID)	1.32%

These findings suggest that a small percentage of students who exit Developmental Delay eligibility later require special education services under a different eligibility category.

Closing

In closing, the data presented are intended to support more accurate, equitable, and data-informed identification practices for Nevada's students for the Board's consideration.

Thank you for your time. I would be happy to answer any questions from the Board.