Annual Special Education Report

SCHENECTADY CITY SCHOOL DISTRICT
AUGUST 23, 2017

Andrea Tote
District Director of Pupil Personnel Services
We must ensure race, socio-economic status, & disability are not predictors of student achievement.

The overrepresentation of children from racial, cultural, ethnic, and linguistic minority backgrounds in special education programs has been a national concern for four decades....NYSED 6.13.2016

The goal of special education is to catch most students up academically and behaviorally and return them to the general education setting as soon as possible.
We are a team of lifelong learners and a community committed to improving results…

The pathology does not rest within the child; the pathology rests within the system.
Scope of Work for 2016-17

- CDOS Credential/Transition
- Reduce Disproportionality & Classification Rate
- Improve Academic Outcomes in ELA & Math
- Special Education Redesign
- Evaluate Current Program Effectiveness
- Build Staff Capacity and Provide Support to Students
- Implement Pro-Social Skills Curriculum
CDOS/Transition
CDOS/Transition

- Transition Specialist
- Life Skills Courses: Increase Course Rigor (Credit Bearing)
- Create Career Exploration Courses (CTE)
- Increase Opportunities for Work Based Learning
- National Work Readiness Credential
Reduce Disproportionality

- Special Education Classification
- Student Referrals & Suspension

Define Measure
Control Improve Analyze

EQUALITY EQUITY
Classification Trend Data

- 2012-13: 19%
- 2013-14: 18%
- 2014-15: 17.7%
- 2015-16: 17.1%
- 2016-17: 17.4%
143 New CSE Referrals Broken Down by Grade
2016-2017
Parent Referral vs. SCSD Referral

- Parent Referral: 23.57%
- SCSD Referral: 76.43%
2015-16 SCSD Student Demographics by Gender

- Female: 34.53%
- Male: 65.47%

2016-17 SCSD Student Demographics by Gender

- Female: 48.19%
- Male: 51.80%
### New Referrals

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified New Referrals</td>
<td>64</td>
</tr>
<tr>
<td>Pending New Referrals</td>
<td>13</td>
</tr>
<tr>
<td>Initial Eligibility Not Determined</td>
<td>10</td>
</tr>
<tr>
<td>Ineligible</td>
<td>40</td>
</tr>
<tr>
<td>Referral Withdrawn</td>
<td>9</td>
</tr>
<tr>
<td>Exited</td>
<td>3</td>
</tr>
<tr>
<td>Declassified</td>
<td>4</td>
</tr>
</tbody>
</table>

#### 143 New Referrals Broken Down by CSE Decision

- **Classified**: 44.8%
- **Declassified**: 6.3%
- **Exited**: 7.0%
- **Ineligible**: 2.8%
- **Initial Meeting - Eligibility Not Determined**: 9.1%
- **Pending**: 28.0%
- **Referral Withdrawn**: 2.1%
Number of Students Declassified from Special Education

- 2014-15: 92
- 2015-16: 81
- 2016-17: 110

Declassified Students by Program:
- 68.18%: Speech Services
- 14.55%: Resource Room Program
- 11.82%: Integrated Co-teaching Services
- 2.73%: Consultant Teacher Services
- 2.73%: Special Class
<table>
<thead>
<tr>
<th>Race</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2</td>
</tr>
<tr>
<td>Black or African American</td>
<td>24</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>12</td>
</tr>
<tr>
<td>White</td>
<td>26</td>
</tr>
</tbody>
</table>

2016-17 SCSD Student Demographics

- African American: 36%
- Asian: 3.13%
- Hispanic: 18.75%
- Multiracial: 4%
- White: 29%

Classified Students Broken Down by Race 2016-2017

- Black or African American: 40.63%
- Hispanic or Latino: 37.50%
- White: 18.75%
- Asian: 3.13%
2016-17 SWD by Disability

- Autism: 15.35%
- Deafness: 2.95%
- Emotional Disturbance: 14.30%
- Hearing Impairment: 4.73%
- Intellectual Disability: 2.95%
- Learning Disability: 5.90%
- Multiple Disabilities: 0.53%
- Orthopedic Impairment: 0.24%
- Other Health Impairment: 0.20%
- Preschool Student with a Disability: 23.64%
- Speech or Language Impairment: 4.57%
- Traumatic Brain Injury: 0.44%
- Visual Impairment: 0.16%
Least Restrictive Placements
June 20, 2017

- Parentally Placed Nonpublic (Receiving Schenectady Services): 45.89%
- Separate School: 13.43%
- Special Class (Inside Regular Classroom less than 40% of the day): 25.26%
- Inside the Regular Classroom 40% to 79% of the Day: 13.82%
- Inside the Regular Classroom 80% or more of the Day: 1.60%
2016-17 PERCENTAGE OF REFERRALS WRITTEN FOR SWD VS. GEN ED STUDENTS

Percentage of Referrals Written for SWD by Race

- Black/African American: 51.67%
- Hispanic/Latino: 13.23%
- White: 32.70%
- Native Hawaiian or Other Pacific Islander: 1.29%
- Two or More Races: 0.01%
- Asian: 1.09%

Gen ED, 66.57%  
SWD, 33.43%
### 2016-17 SCSD Suspension Data

<table>
<thead>
<tr>
<th>Category</th>
<th>SWD</th>
<th>SWD Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Suspension Days</td>
<td>18,807 Days</td>
<td>4,698</td>
</tr>
<tr>
<td>Number of Students Receiving a Suspension</td>
<td>1,496 Students</td>
<td>458</td>
</tr>
</tbody>
</table>

#### Percentage of Suspensions Written for SWD by Race

- **Asian**: 0.38%
- **Black/African American**: 56.47%
- **Hispanic/Latino**: 18.82%
- **Two or More Races**: 1.85%
- **White**: 22.48%

#### 2016-17 PERCENTAGE OF SUSPENSION DAYS ASSIGNED TO SWD VS. GEN ED STUDENT

- **SWD**: 24.98%
- **Gen. Ed.**: 75.02%
Improving ELA and Math Results
2016/17 Special Class
Student % Growth on ELA Interim Exams

- Less than 10%
- 10%-14.99%
- 15%-19.99%
- 20% +

68%
11%
5%
16%

2016/17 ELA Interim Student Growth by Program

<table>
<thead>
<tr>
<th></th>
<th>Consult Teacher (197)</th>
<th>Resource Room (136)/Co-Teach (388)</th>
<th>Special Class (410)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20+% Growth</td>
<td>13%</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>15-19.9% Growth</td>
<td>11%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>10%-14.9% Growth</td>
<td>10%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Less than 10% Growth</td>
<td>65%</td>
<td>72%</td>
<td>68%</td>
</tr>
</tbody>
</table>
2016/17 Math Interim Growth Percentages by Program

<table>
<thead>
<tr>
<th>Growth Category</th>
<th>Consult Teacher (196)</th>
<th>Resource Room (136)/Co-Teach (388)</th>
<th>Special Class (357)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>7%</td>
<td>16%</td>
</tr>
<tr>
<td>Less than 10% Growth</td>
<td>64%</td>
<td>68%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Less than 10%
10%-14.9%
15%-19.9%
20% +

Consult
Teacher
(196)

Resource
Room (136)/Co-
Teach (388)

Special
Class (357)

58%
16%
13%
13%
Social Development Redesign-Implementation 2017-18

- Broader Continuum of Service (Learner Characteristics)
- Increased Social Work support
- Home-Base Model
- Single Grade Special Class
- Increased Pro-Social Skills
- Support of Teaching Assistants
AROI - New Programs

- OASIS Class
- Autism Program-Bridges
- Mental Health Class (CPIMS)
- Ready To Learn
Ready To Learn

**Program Design**

- Collaborative Program with BOCES and located at SCLA.
- Opened February 2014
- Has served 33 children and their families in the past 41 months.
- Targets younger learners (K-5) with average academic capabilities whose mental health disrupts learning.
- Parents collaboration including in home family therapy to teach and support parents coping with child’s mental health needs.
- Learner characteristics inform referrals
- 12 month commitment to students and families, decreasing regression.
Outcomes

• 7 out of 9 RTL students are enrolled in district co-teach programs

• Reduced emergency hospitalizations

• Attendance improved, average RTL student’s attendance is at 95%.

• Accelerated growth in reading and math

• Pro social behaviors taught by entire team; increasing self regulation, & decreasing out of school suspensions
Hospitalization Days in the Past 3 Years

NUMBER OF DAYS SPENT IN HOSPITAL

- 2014-15: 1349
- 2015-16: 1186
- 2016-17: 1548

Hospitalization in the past 3 Years by Student Classification

- No IEP: 504
- Has IEP: 48.36%
- Other: 3.78%
- Total: 47.86%

Hospitalization in the Last 3 Years by Gender

- Male: 150
- Female: 132

Male | Female
--- | ---
150 | 132
Supporting Student Regulation

Schenectady's Trauma Sensitive Schools

Help for Billy
A Beyond Consequences Approach to Helping Challenging Children in the Classroom
Heather T. Forbes, LSW

Trauma-Sensitive Schools
Learning Communities Transforming Children's Lives, K-5

mobile crisis response for children and families

twitter

SCSD_TraumaSens
Scope of Work for 2017-18

- Increase Student Supports & Interventions (Implement Gen. Ed. Continuum)

- Redesign School Based Support Team & Provide Professional Development (Improve RtI structures)

- Decrease Hospitalizations (Implement Mobile Crisis Team)

- Trauma Sensitive Schools (District Wide-Implementation)
Scope of Work for 2017-18

- Improve Student Attendance
- Increase Family Engagement
- Implementation of Social Development Redesign
- Improve Academic Outcomes in ELA & Math
- Reduce Disproportionality (Discipline & Classification)
Questions?