

Schenectady City School District

Annual Special Education Report

November 4, 2020

Jessica Allen, Director of Special Education



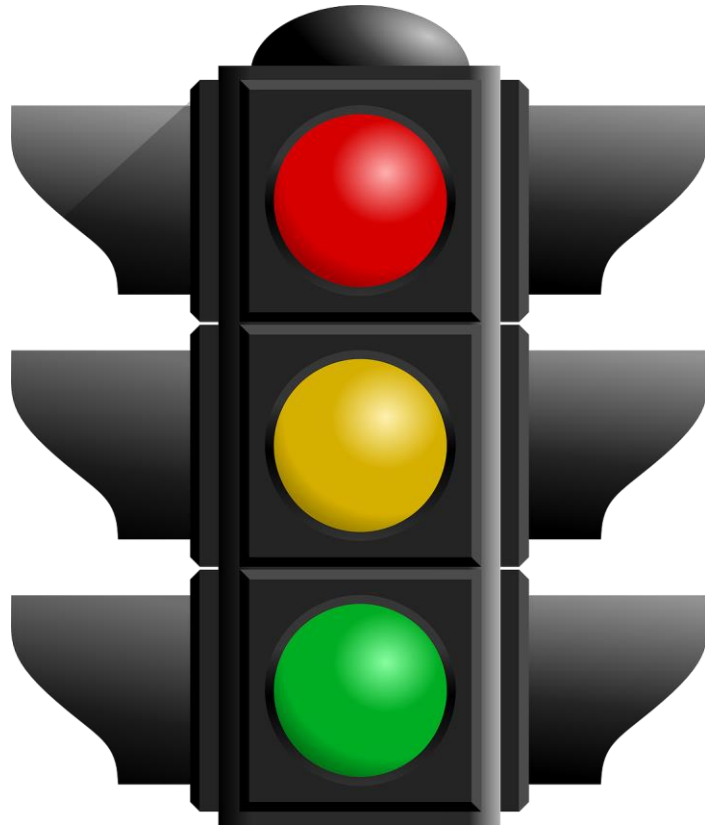
A review of Goals & Strategies for 2019-20



Goals:

- Reduce Classification Rate
- Decrease mental health hospitalizations for Students with Disabilities
- Reduce Disproportionality in Suspension for Students with Disabilities
- Improve Academic Outcomes in ELA & Math for Students with Disabilities

District Scorecard & Stoplight Reporting Key

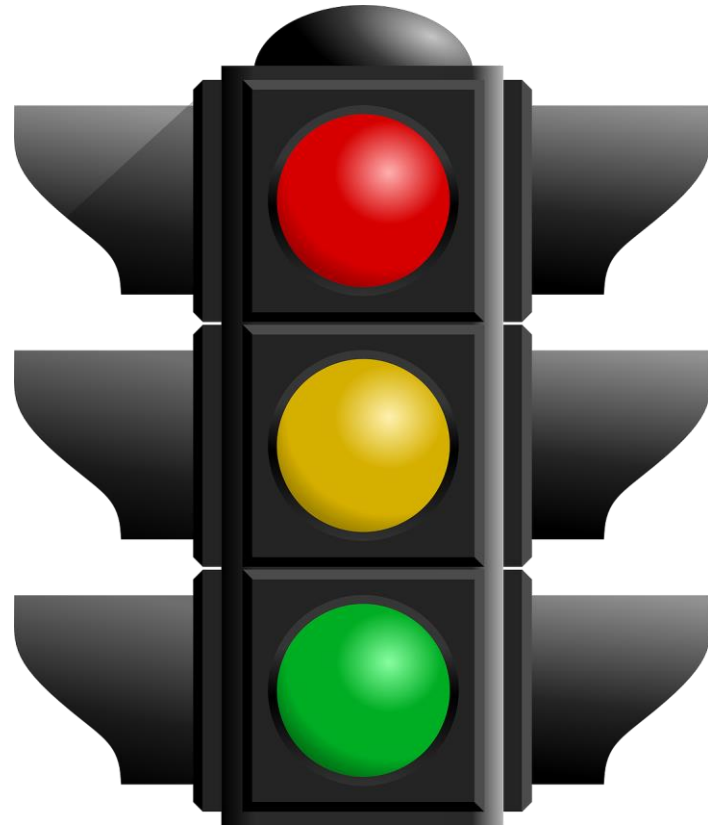


Major barriers to implementation and/or outcomes have been encountered; initiative is at-risk for not being achieved; major strategy adjustment required.

Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Expected results for this measure are generally met, work is on track and expected to meet the established target set in the district scorecard.

Reduce Classification Rate



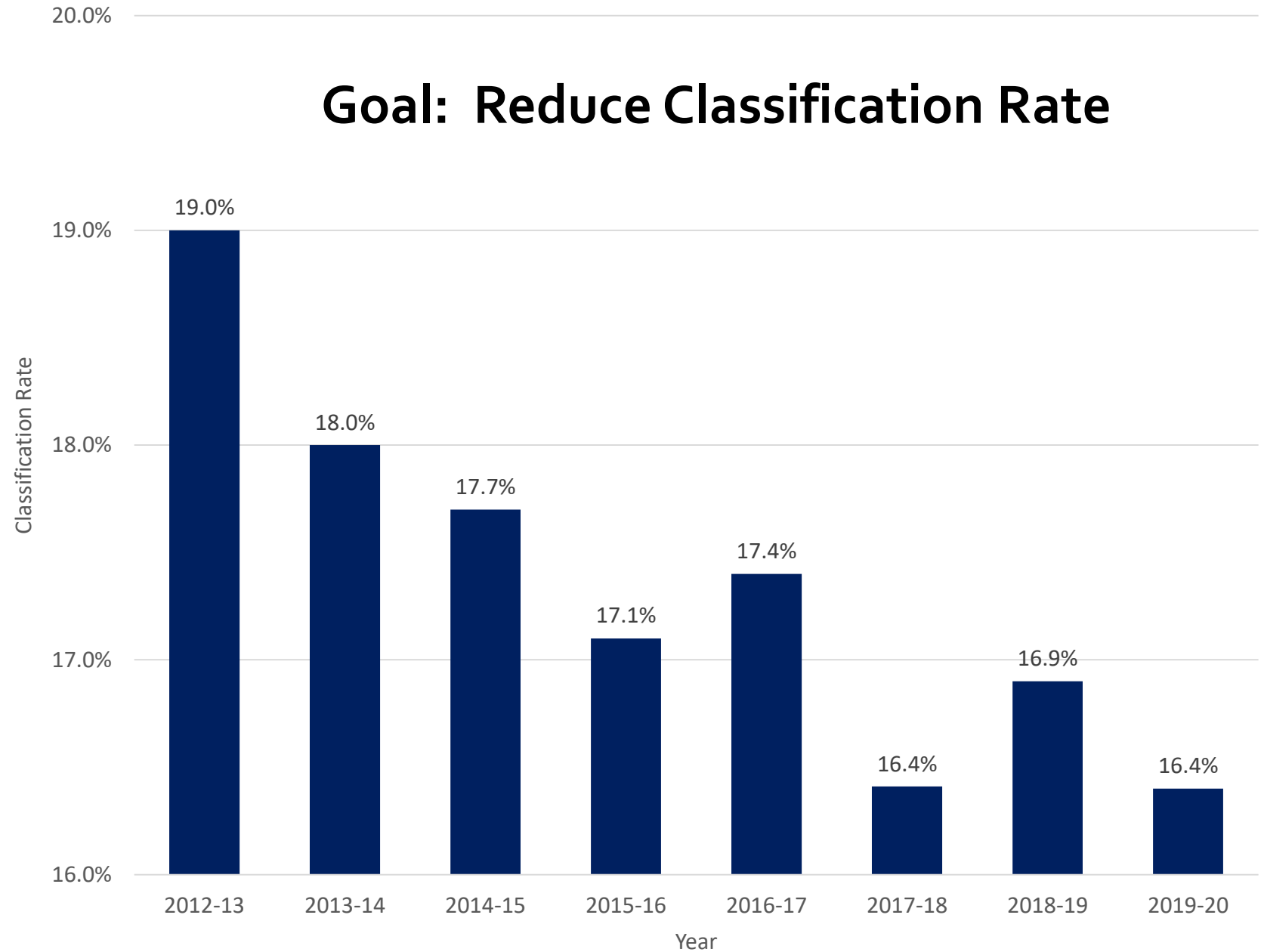
Expected results for this measure are generally met, work is on track and expected to meet the established target set in the district scorecard.

Classification Rate Trend



Classification Rate Trend Data

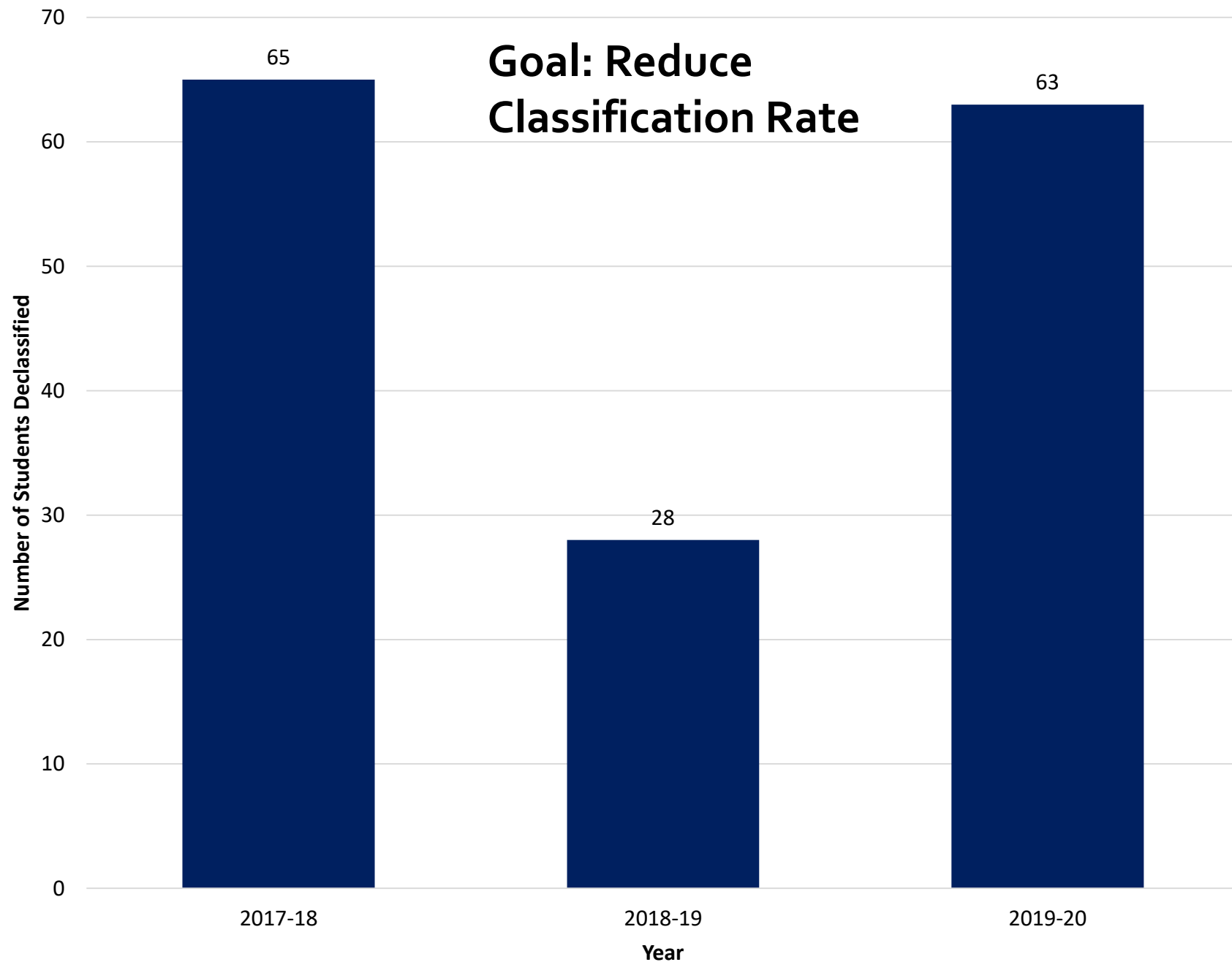
Goal: Reduce Classification Rate



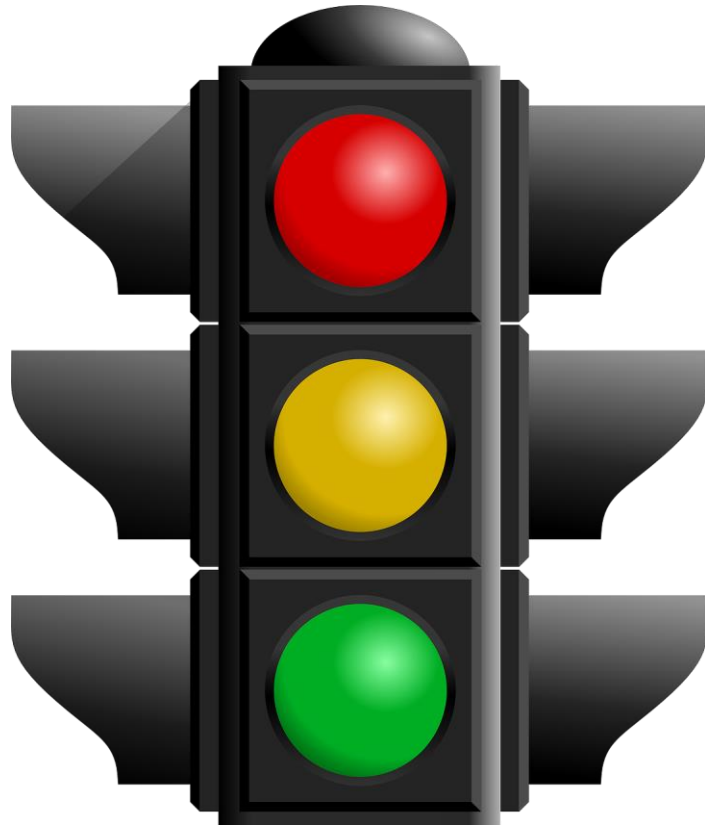
Declassified Students



Number of Students Declassified from Special Education



Decrease Mental Health Hospitalizations for Students with Disabilities

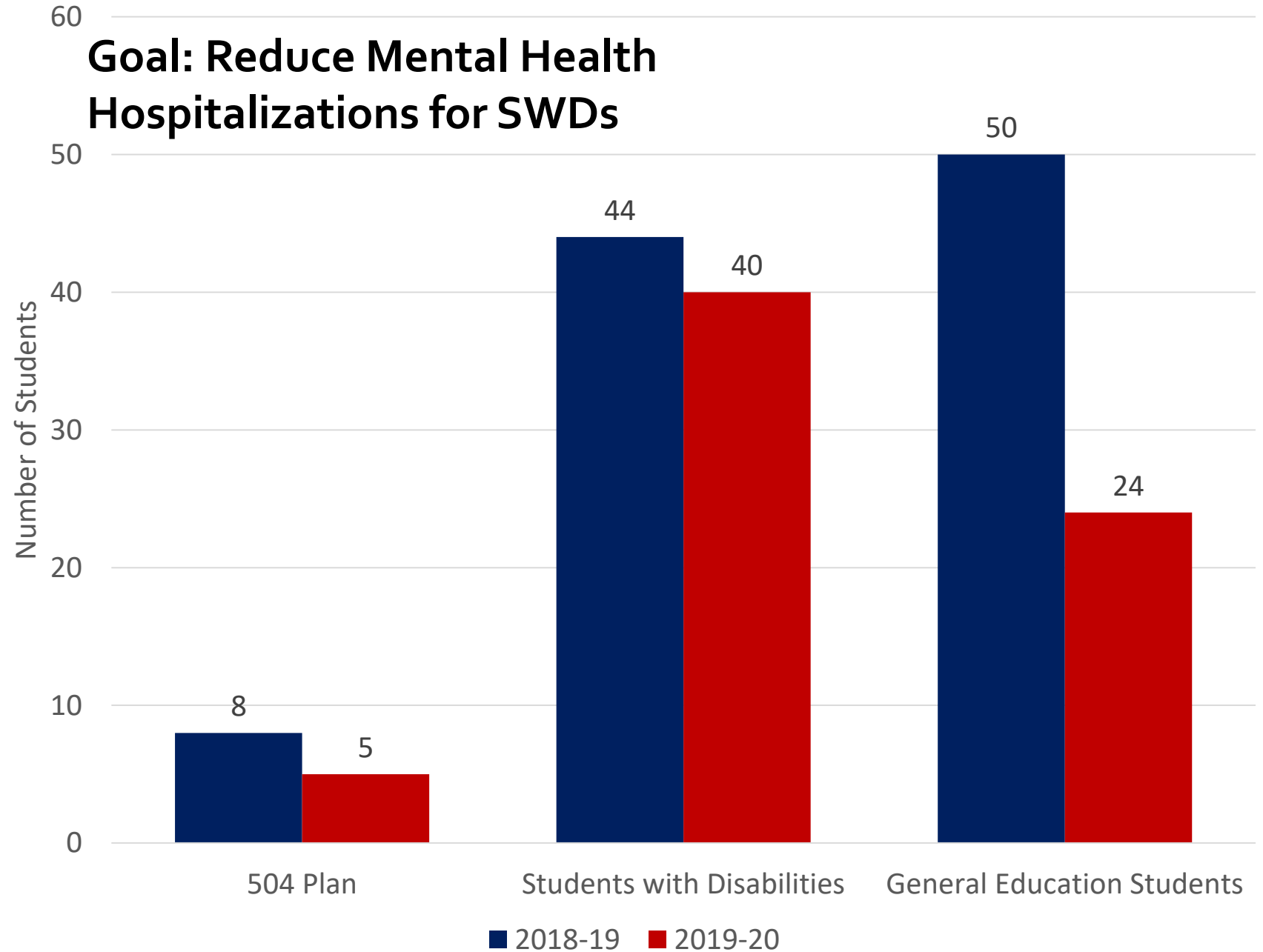


Expected results for this measure are generally met, work is on track and expected to meet the established target set.

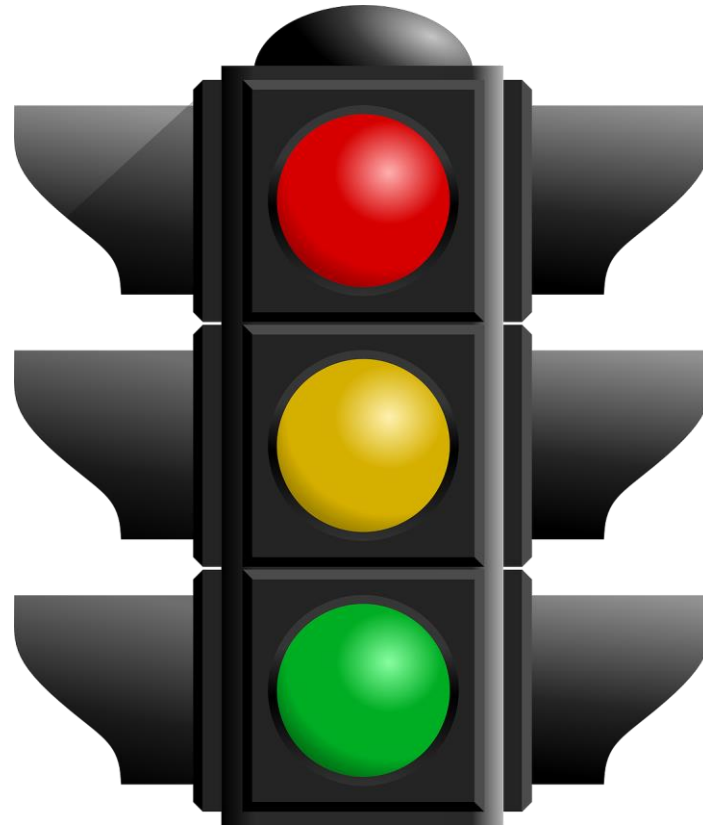
Hospitalization



Number of Hospitalizations by Year and Program



Reduce Disproportionality in Suspension for Students with Disabilities



Major barriers to implementation and/or outcomes have been encountered; initiative is at-risk for not being achieved; major strategy adjustment required.

Goal: Reduce Disproportionality in Suspension for SWDs

Relative Risk of Suspension
SWD



Definition:

The risk of students with disabilities within a recorded group being suspended *compared to* the risk of all other students with disabilities being suspended

Recorded Group	2018-19	2019-20
Hispanic	.90	1.02
Asian	.21	0.00
Black	1.80	2.23
White	.76	.61
2 or more	.76	.50

Relative Risk of
Suspension
10 or more Days
SWD



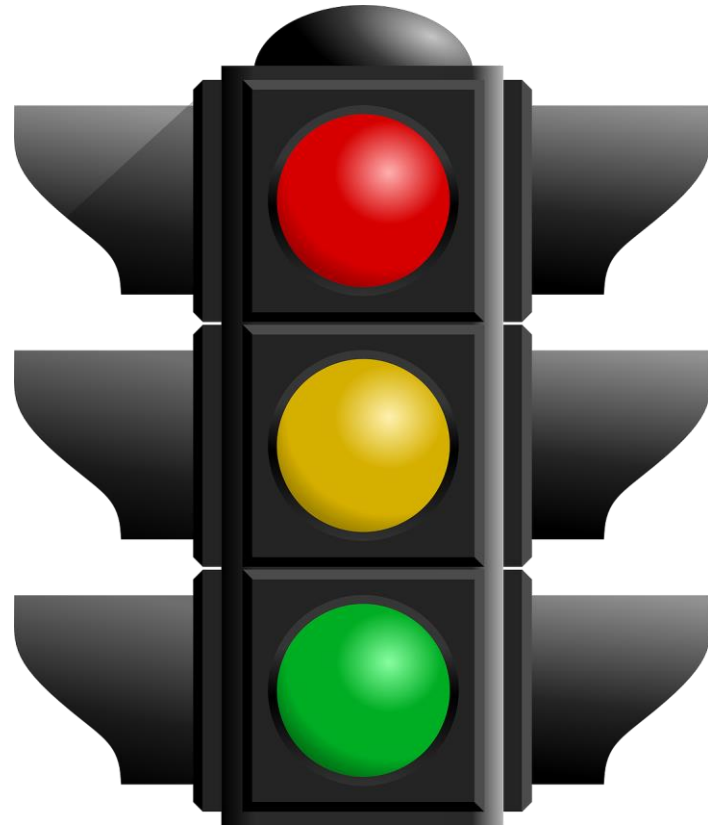
Goal: Reduce Disproportionality in Suspension for SWDs

Definition:

The risk of students with disabilities within a recorded group being suspended *compared to* the risk of all other students with disabilities being suspended

Recorded Group	2018-19	2019-20
Hispanic	.80	1.01
Asian	0.00	0.00
Black	2.21	2.40
White	.52	.59
2 or more	1.49	.24

Improve Academic Outcomes in ELA & Math for Students with Disabilities



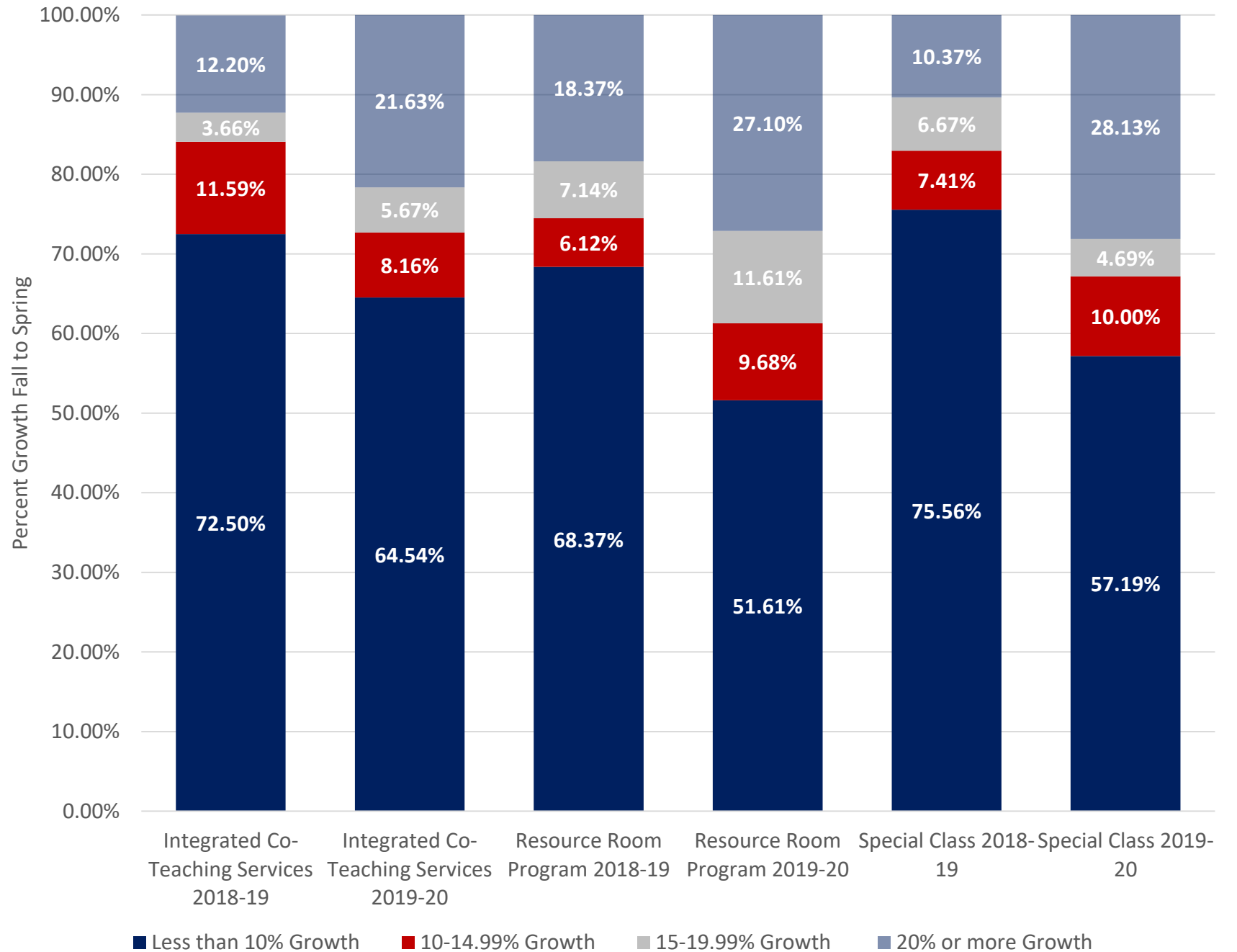
Expected results for this measure are generally met, work is on track and expected to meet the established target set.

Goal: Improve Academic Outcomes for SWDs

ELA Interims



2019-20 ELA Interim Student Growth by Program

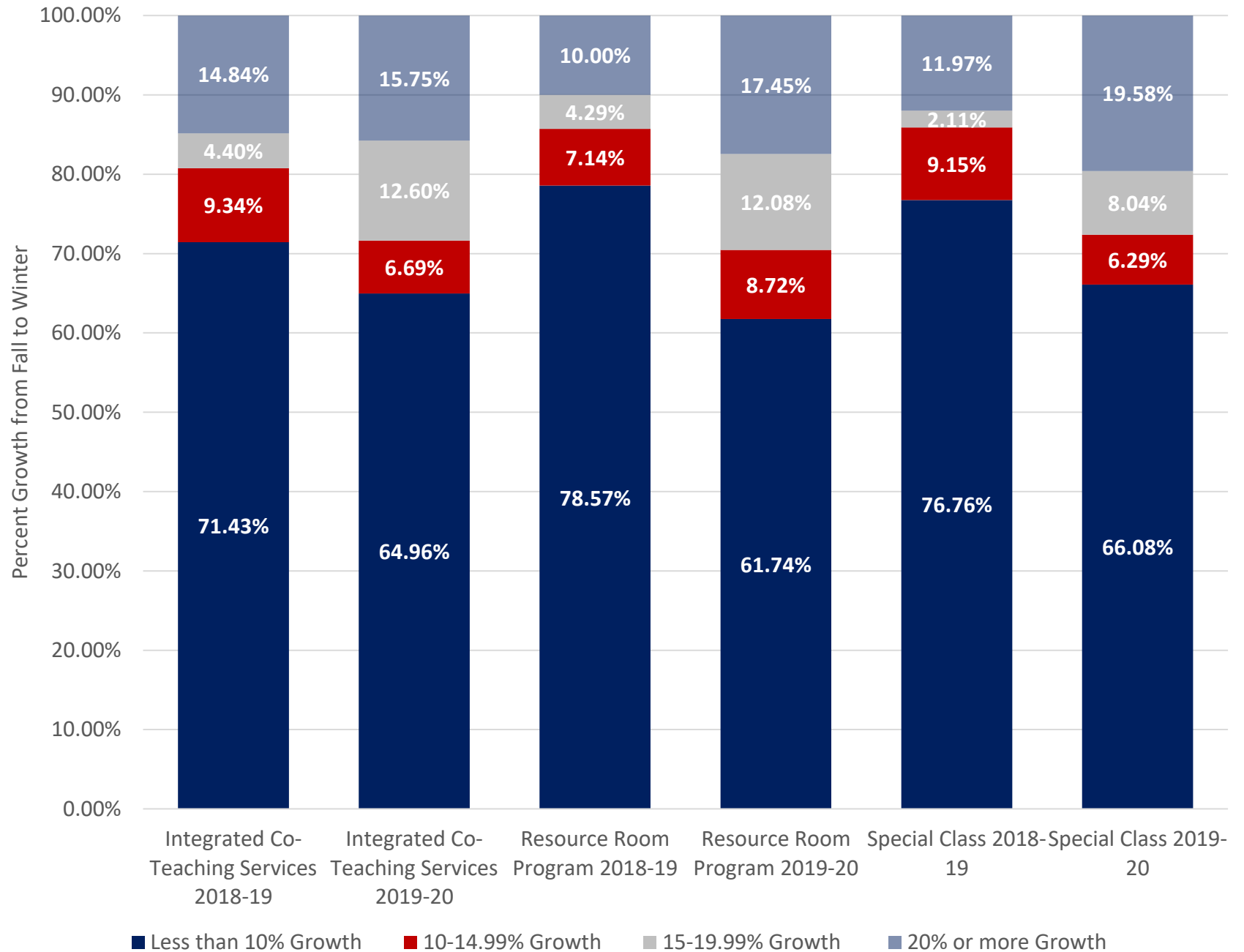


Goal: Improve Academic Outcomes for SWDs

Math Interims



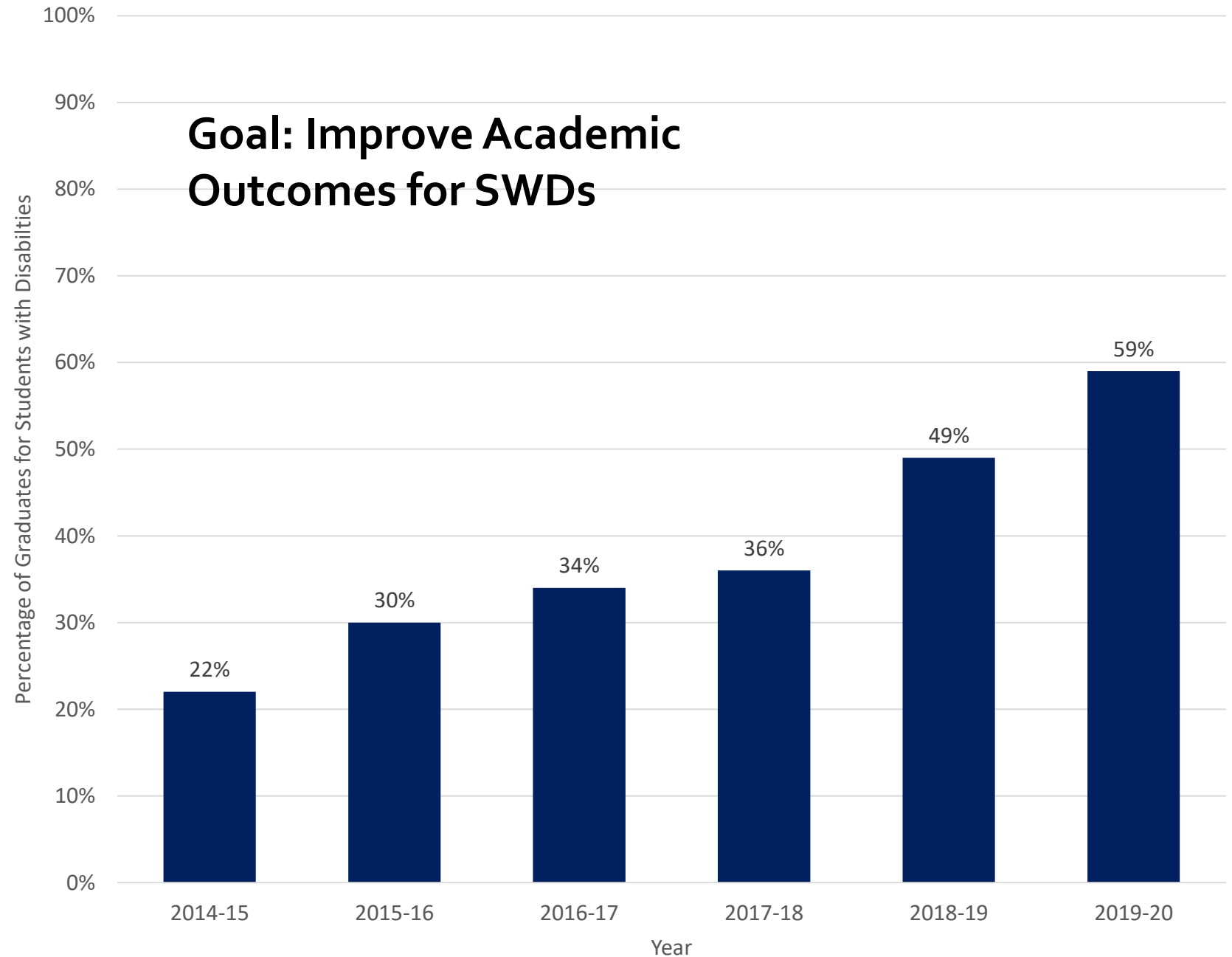
Math Interim Student Growth by Program by Year



Graduation Rate



Graduation Rate for Students with Disabilities by Year



Scorecard: 2019-20 Goals



SPECIAL EDUCATION SCORECARD 2019-20



Special Education Goals for 2019-2020	Baseline Measure (2018-19)	End of Year Results (2019-2020)
Reduce Classification Rate	16.90%	16.4 %
Decrease mental health hospitalizations for Students with Disabilities	Students with Disabilities: 44 504: 8	Students with Disabilities: 40 504: 5
Reduce Disproportionality in Suspension for Students with Disabilities	Recorded Group: Hispanic .90 Asian .21 Black 1.80 White .76 2 or more .76	Recorded Group: Hispanic 1.02 Asian .00 Black 2.23 White .61 2 or more .50
Improve Academic Outcomes in ELA & Math for Students with Disabilities	ELA 20% Growth: Intergrated Co-Teach Services: 12.20% Resource Room Program: 18.37% Special Class: 10.37% Math 20% Growth: Intergrated Co-Teach Services: 14.84% Resource Room Program: 10.00% Special Class: 11.97%	ELA 20% Growth: Intergrated Co-Teach Services: 21.63% Resource Room Program: 27.10% Special Class: 28.13% Math 20% Growth: Intergrated Co-Teach Services: 15.75% Resource Room Program: 17.45% Special Class: 19.58%

Strategies

- Increase Student Supports & Intervention (GEC)
- Increase student mental health supports
- Social Development Redesign

Looking ahead to Goals and Strategies for 2020-21



Goals:

- Continue to Reduce Classification Rate
- Reduce Disproportionality in Suspension for SWDs (overall suspension rate and 10+ days)
- Continue to Improve Academic Outcomes for SWDs in ELA & Math
- Increase Programming Least Restrictive Environment and Decrease Time Out of Regular Class (TORC)

Strategies for 2020-21

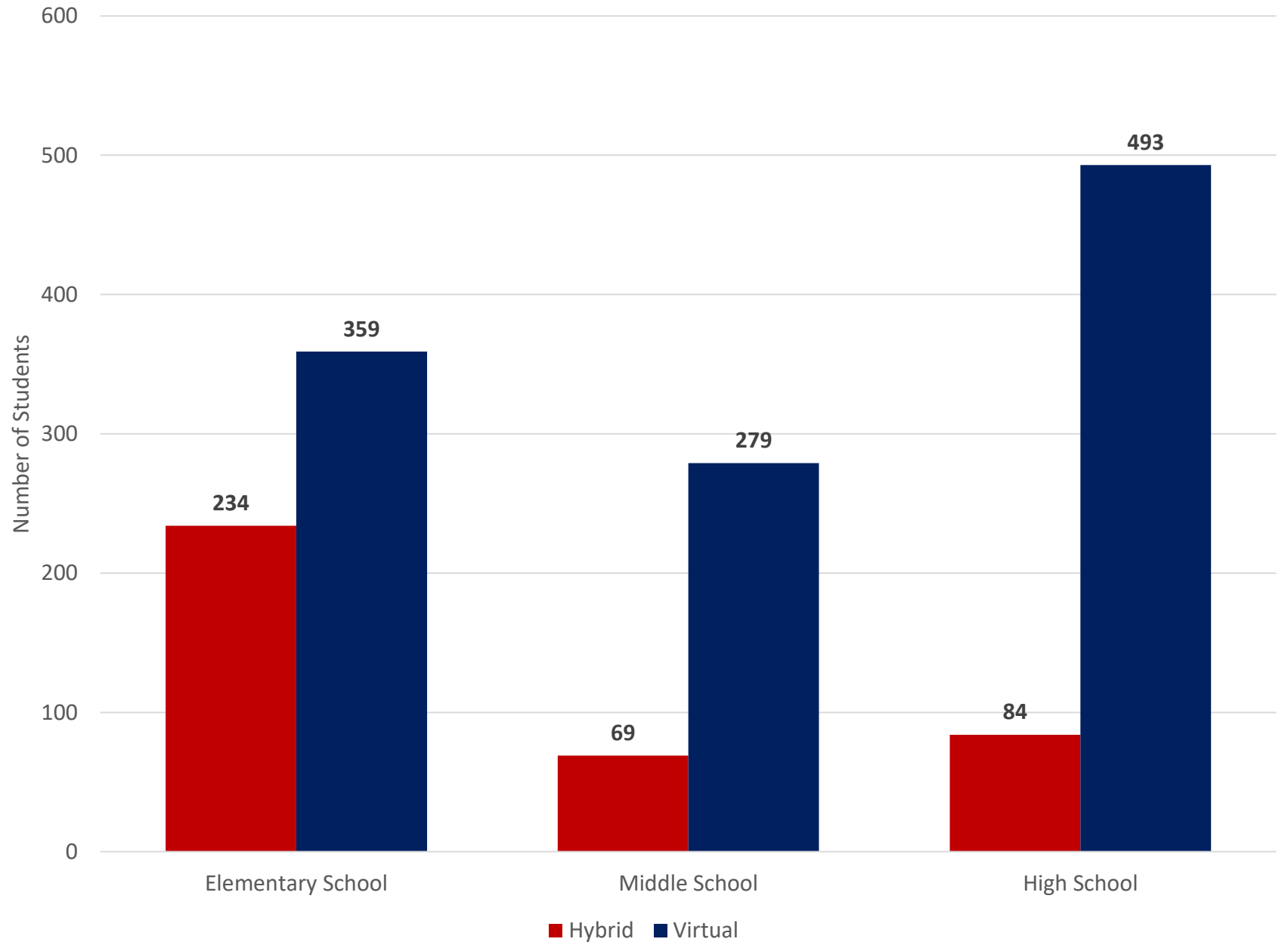


- **Strategies:**
- Improving and refining our Continuum of Programs and Services
- Student mental health supports and Social Emotional Learning
- Professional Development
- Examining and refining the District's beliefs, policies, and practices around school discipline

Learning Models



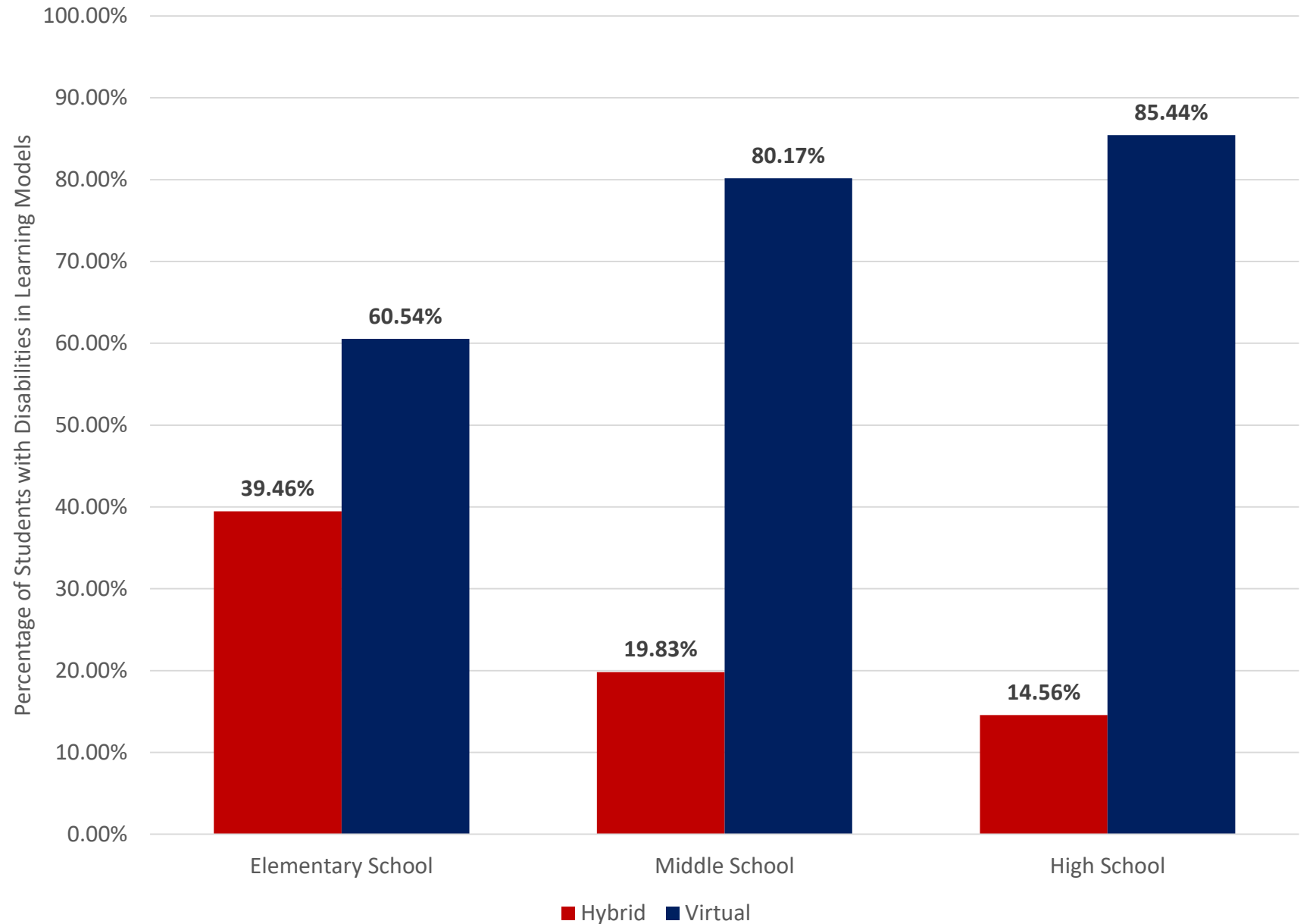
Students with Disabilities Learning Models by Grade Level



Learning Models



Students with Disabilities Learning Models by Percentage and Grade Level



Special Education Service Delivery during COVID Reopening



- New Legislation released by the US Department of Education Office of Special Education (OSEP) on September 28, 2020 changes what constitutes FAPE from to the maximum extent possible to FAPE being defined to match the student's IEP regardless of which learning model a student participates in (virtual or hybrid)

Special Education Service Delivery during COVID Reopening



- **Special Education in Schenectady:**
 - All students K-6 choose hybrid or virtual learning each quarter
 - Students 7-12 in self-contained special classes choose hybrid or virtual learning each quarter
 - Students grades 7-12 in integrated (non self contained settings) receive virtual learning model
 - Students learning virtual receive programs services exactly as per IEP:
 - Student to Teacher Ratio
 - Number of Hours
 - Tele-therapy for Related Services

Ensuring FAPE to SWDs during COVID Reopening



- Close progress monitoring of IEPs by Special Educators and Related Service Providers
- CSE meetings for students who are not making adequate progress within their current learning model and special education program
- Consideration of Compensatory Services

Everybody
counts,
everybody
learns



- Questions?