

# 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

exploration discovery Internships communication  
Real-World opportunity career **Work**  
experience **Based** skills  
job working attitude workplace connections  
Work-Ethics preparation training  
**Learning**  
on-site Apprenticeship

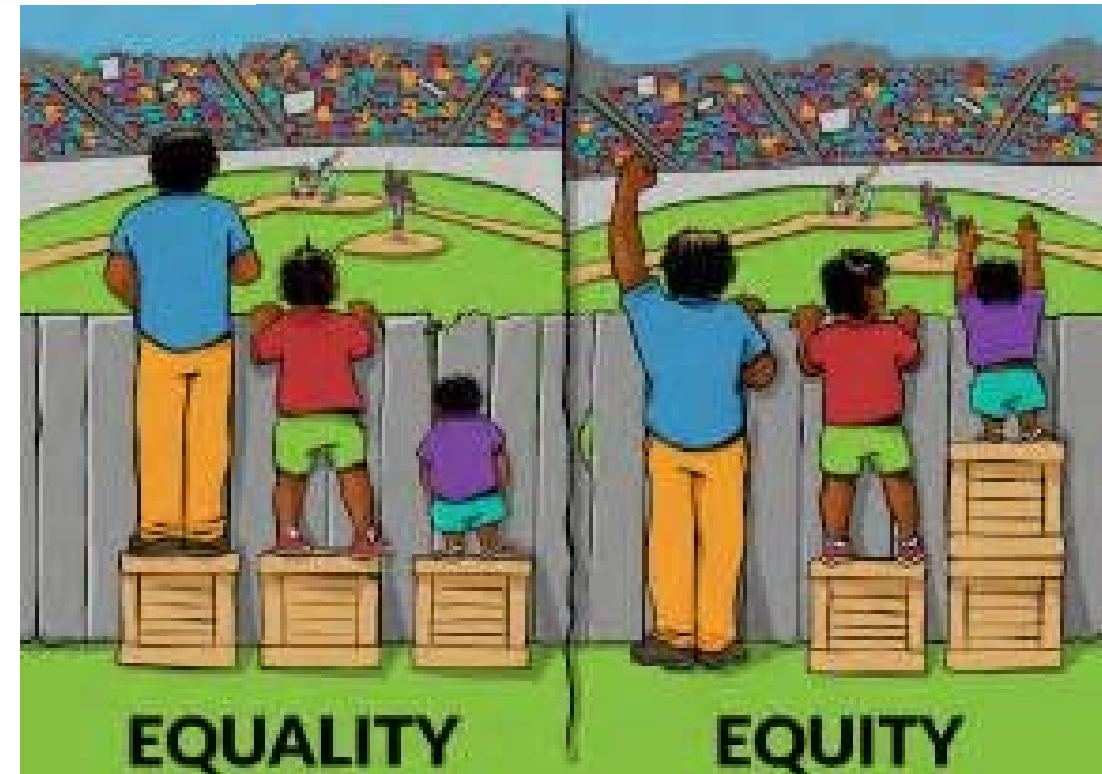


# CDOS/Transition

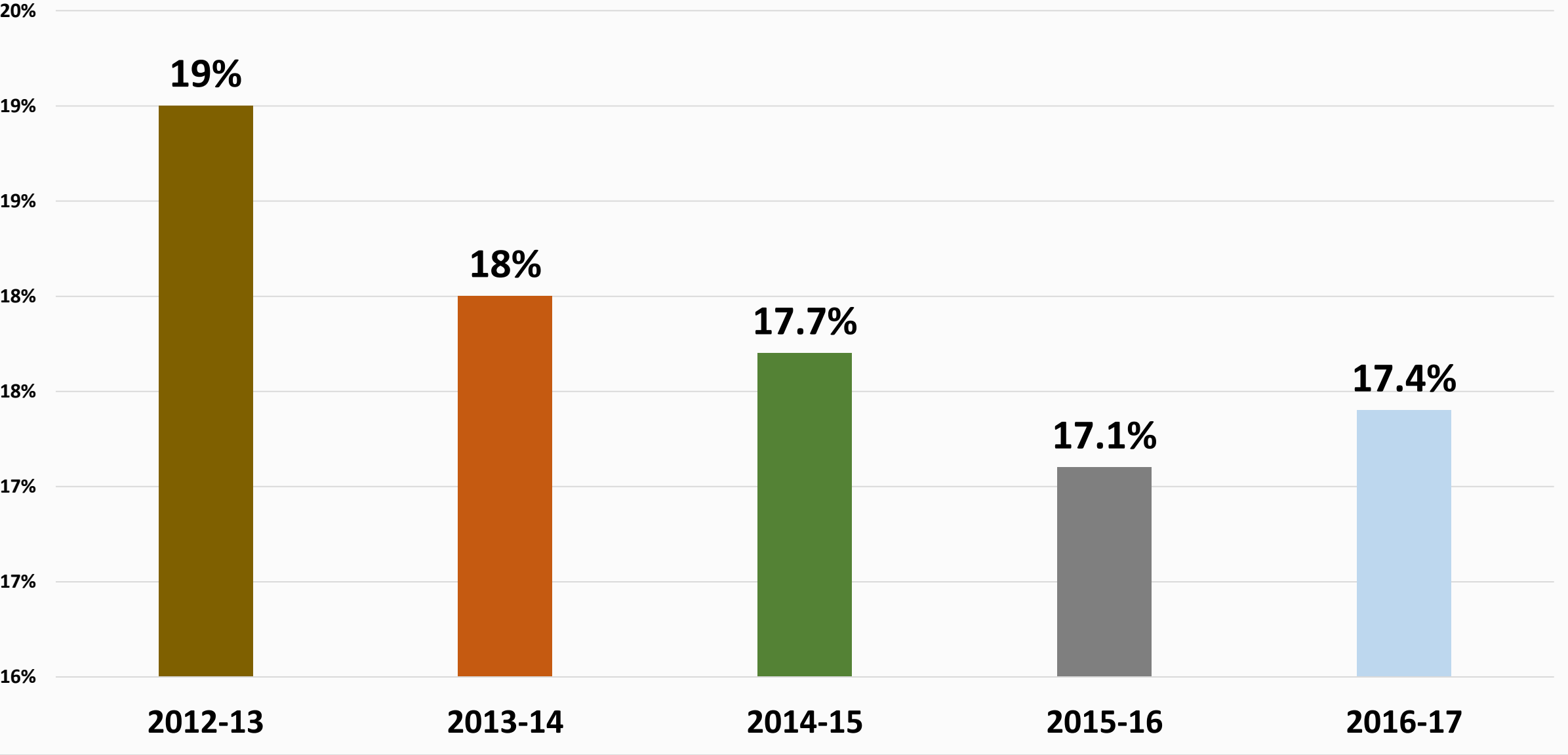
- ▶ Transition Specialist
- ▶ Life Skills Courses: Increase Course Rigor (Credit Bearing)
- ▶ Create Career Exploration Courses (CTE)
- ▶ Increase Opportunities for Work Based Learning
- ▶ National Work Readiness Credential

# Reduce Disproportionality

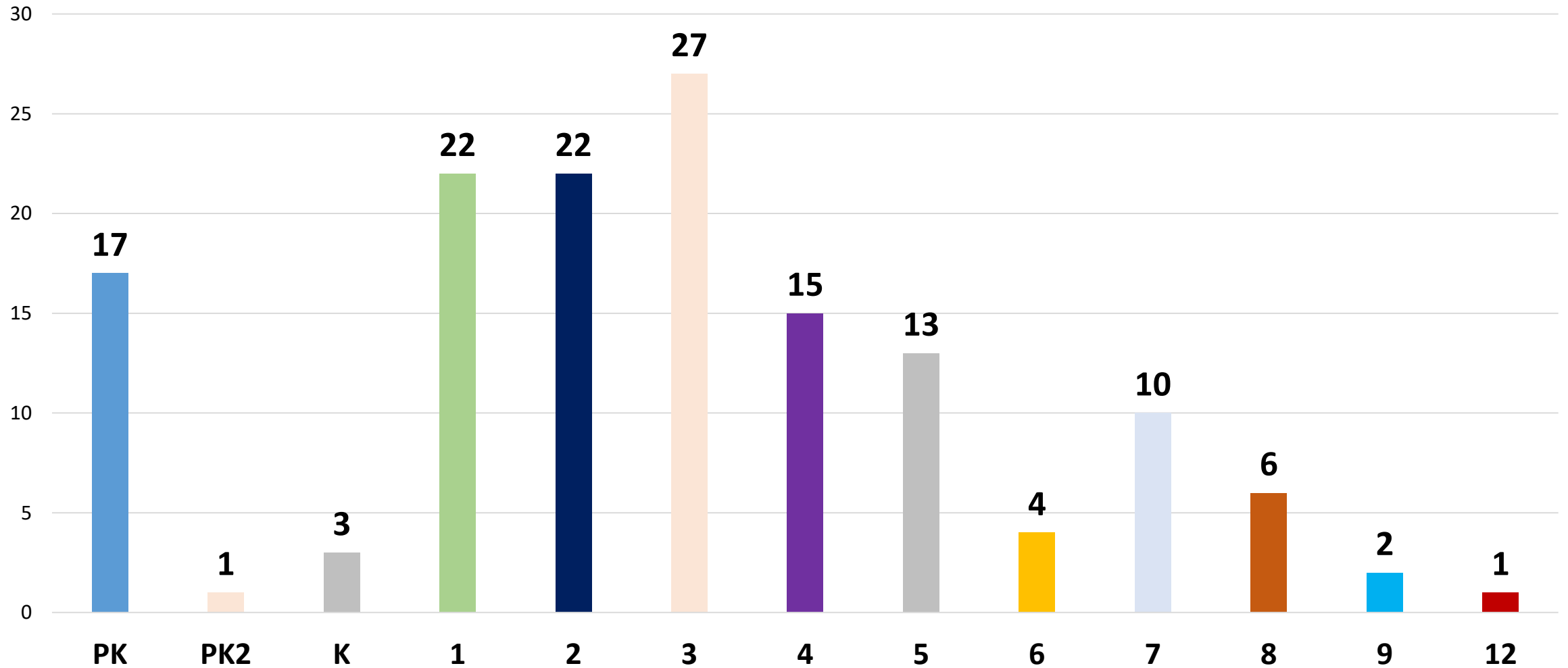
- Special Education Classification
- Student Referrals & Suspension



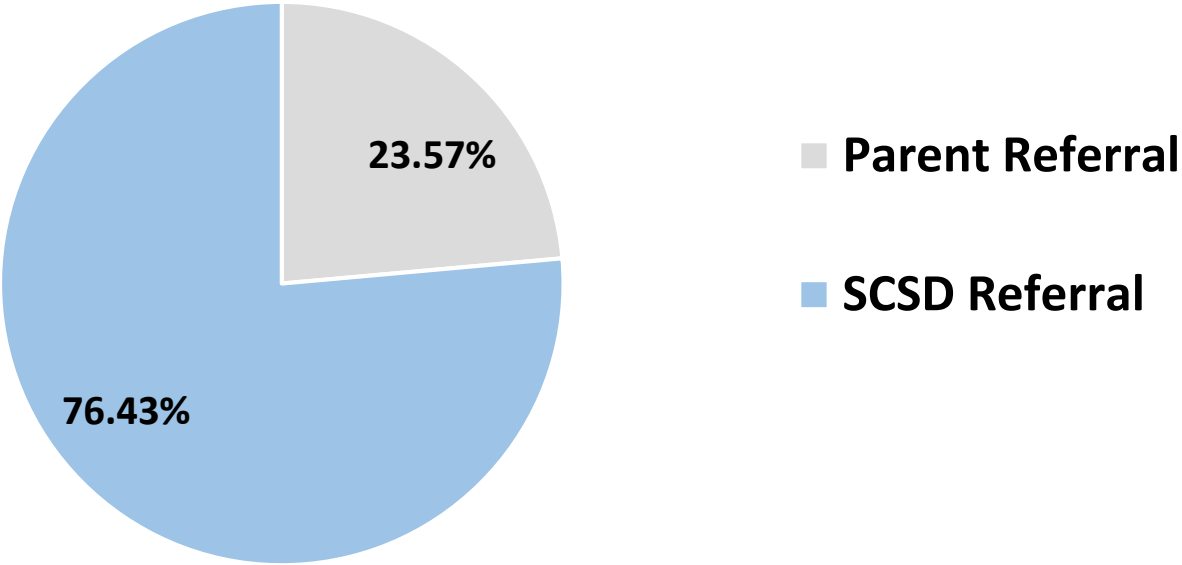
# Classification Trend Data



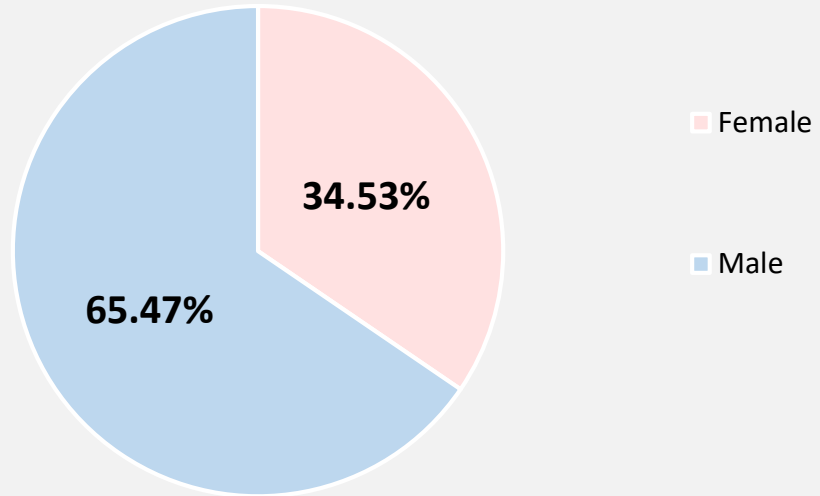
## 143 New CSE Referrals Broken Down by Grade 2016-2017



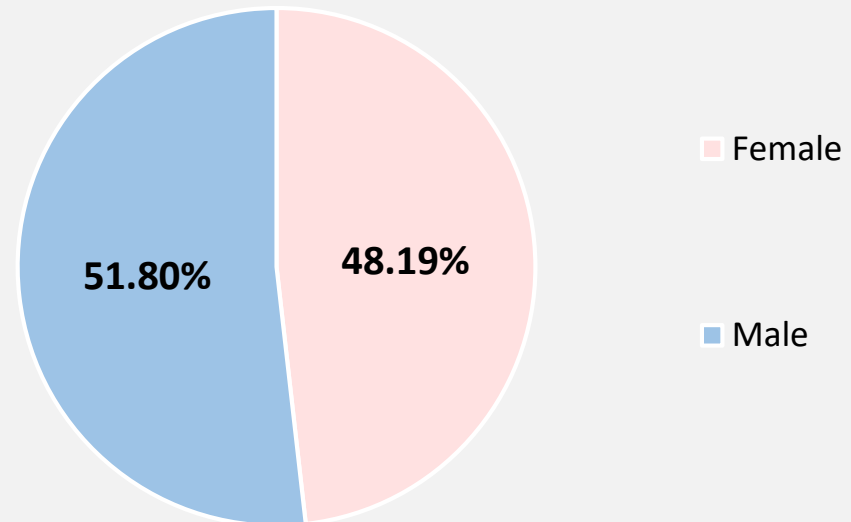
**Parent Referral vs. SCSD Referral**



2015-16 SCSD Student Demographics by Gender

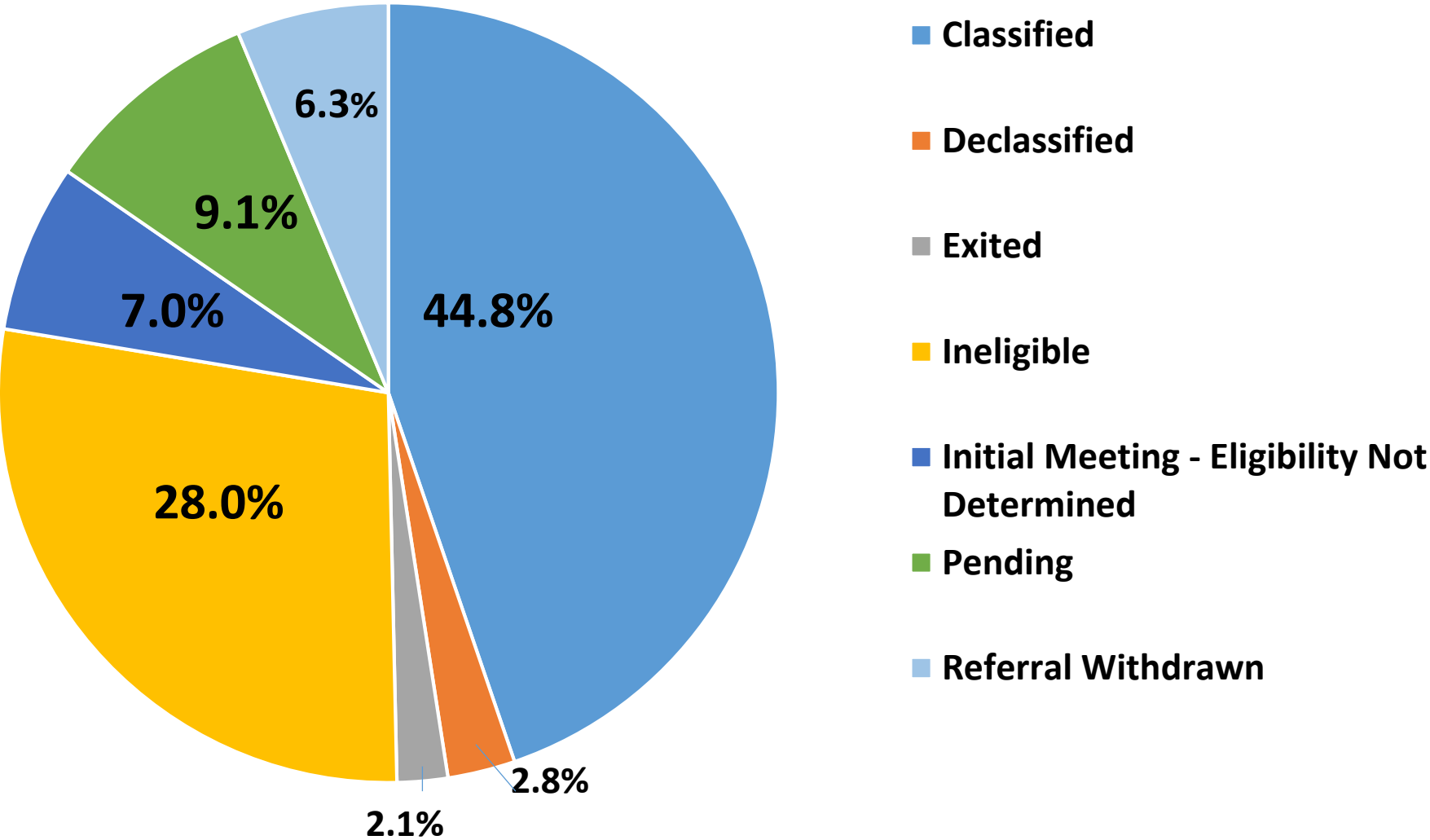


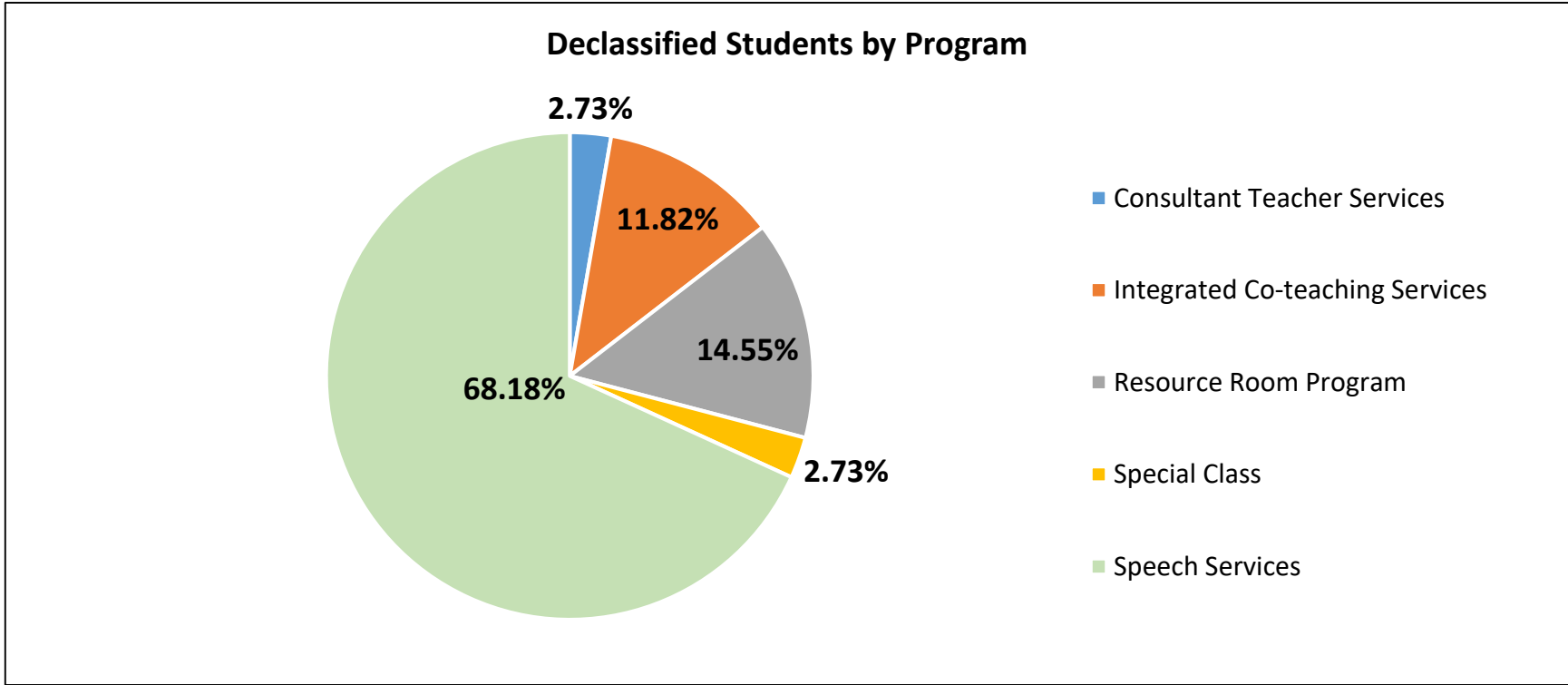
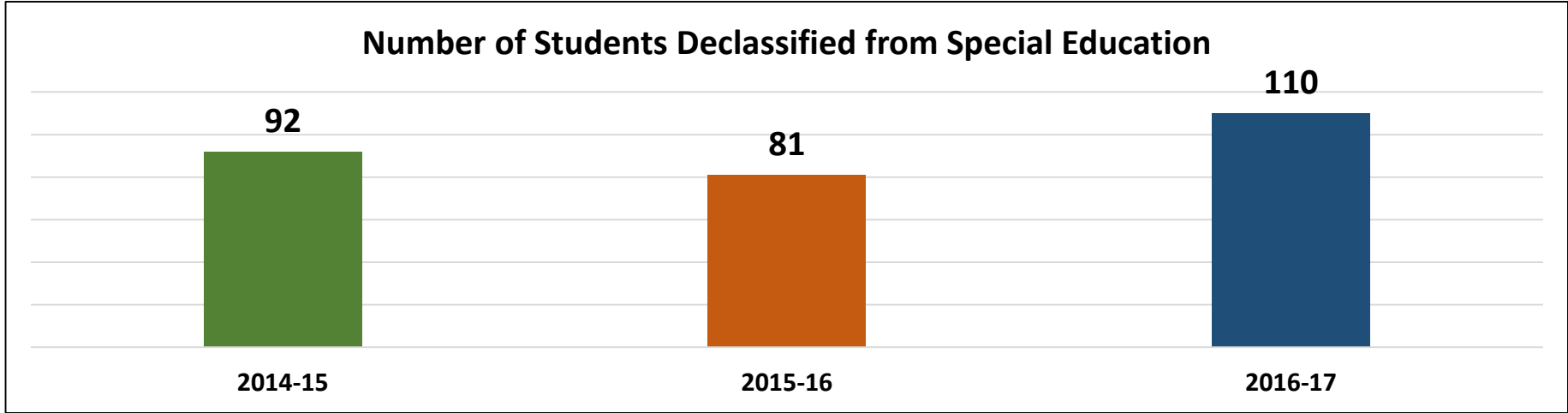
2016-17 SCSD Student Demographics by Gender



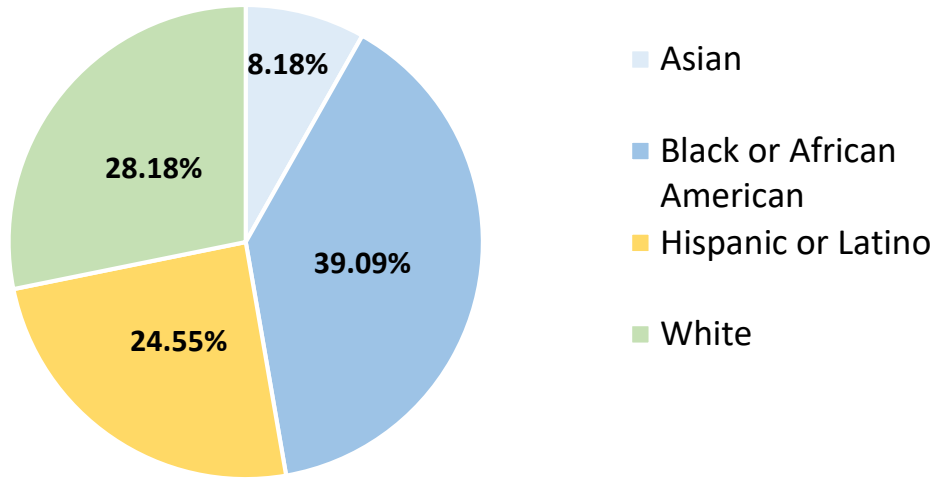
<b>New Referrals</b>	<b>143</b>
Classified New Referrals	64
Pending New Referrals	13
Initial Eligibility Not Determined	10
Ineligible	40
Referral Withdrawn	9
Exited	3
Declassified	4

143 New Referrals Broken Down by CSE Decision

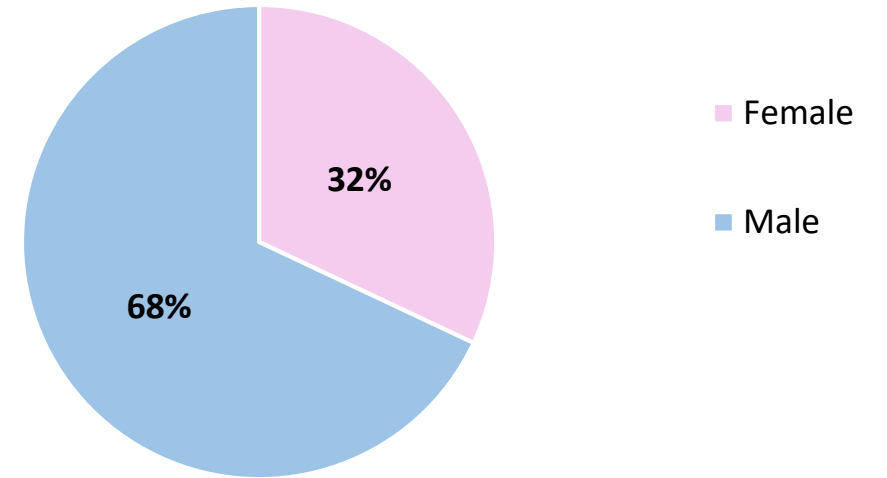




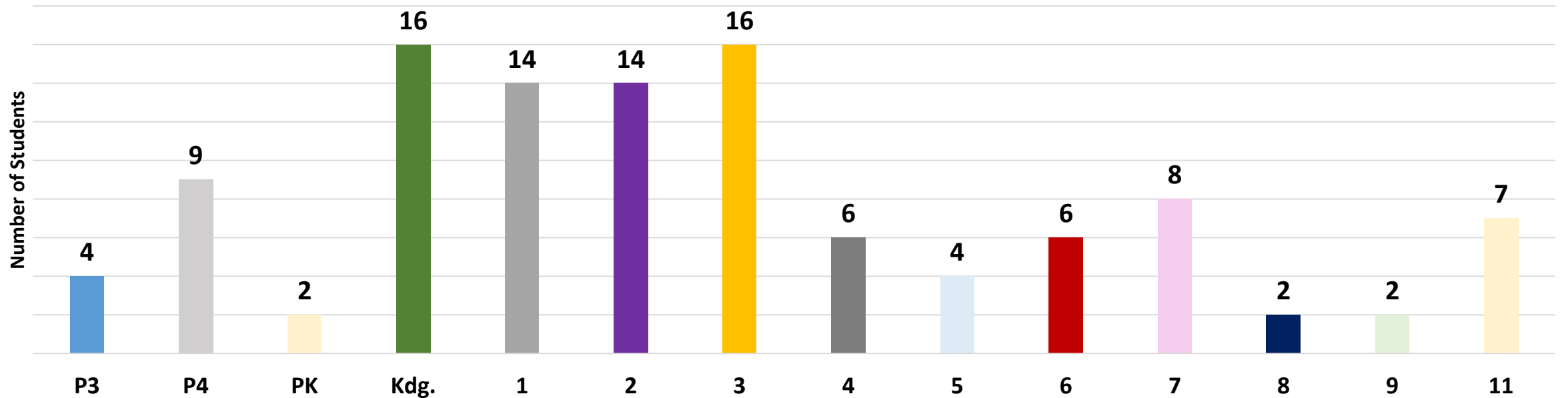
**Races of 110 Declassified Students**



**Genders of 110 Declassified Students**

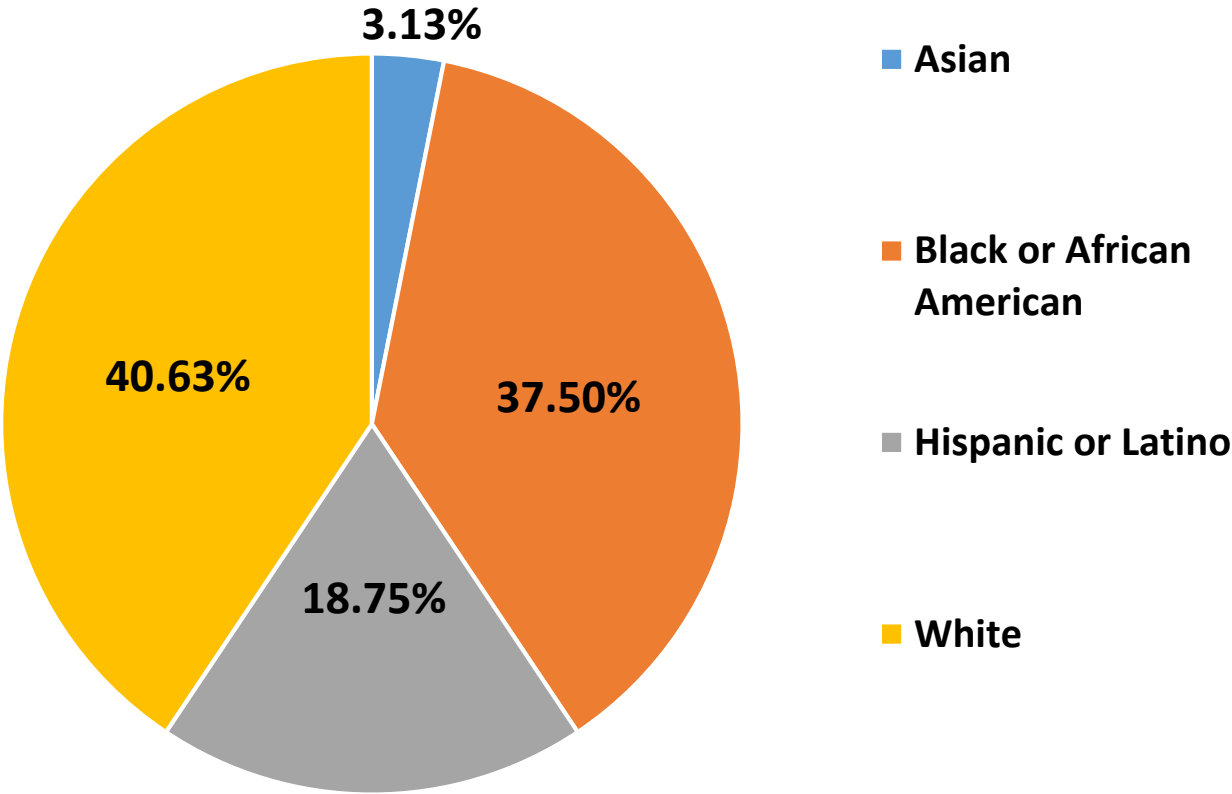
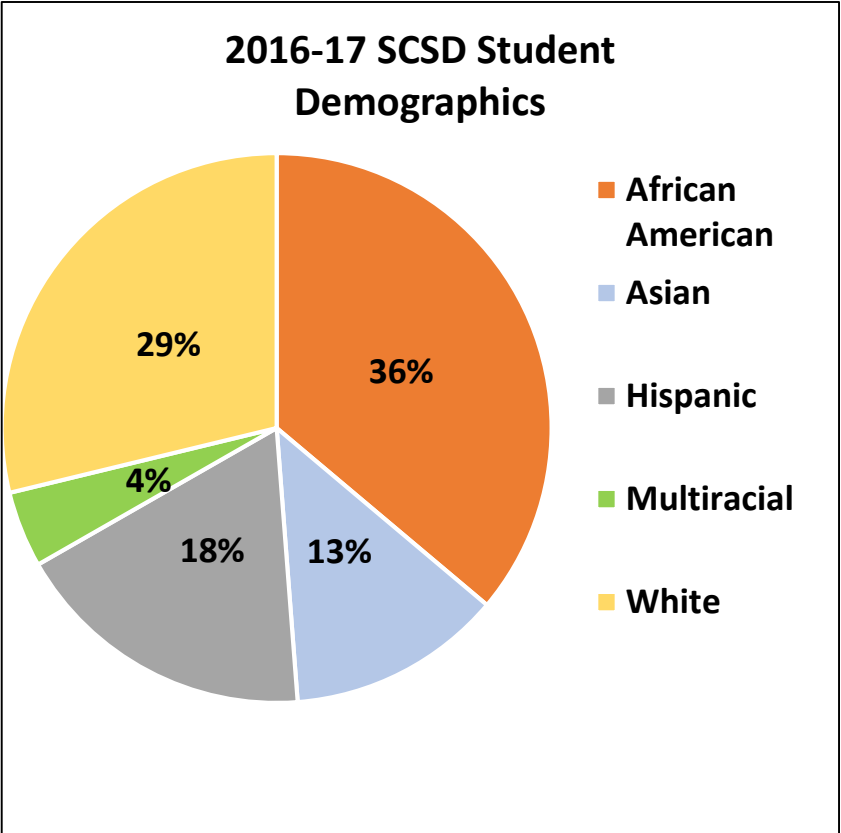


**Grades of 110 Declassified Students**

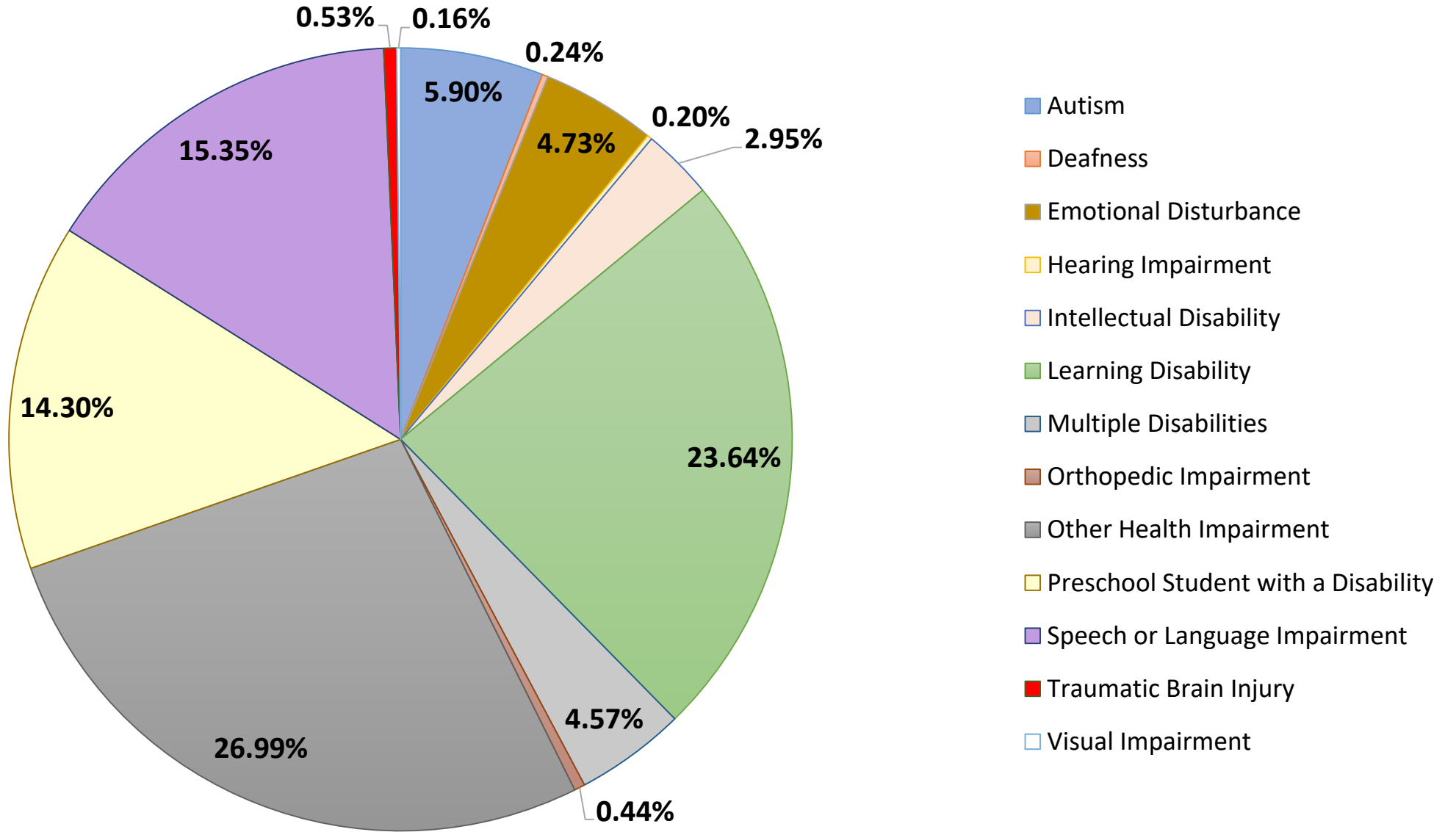


Asian	2
Black or African American	24
Hispanic or Latino	12
White	26

Classified Students Broken Down by Race  
2016-2017

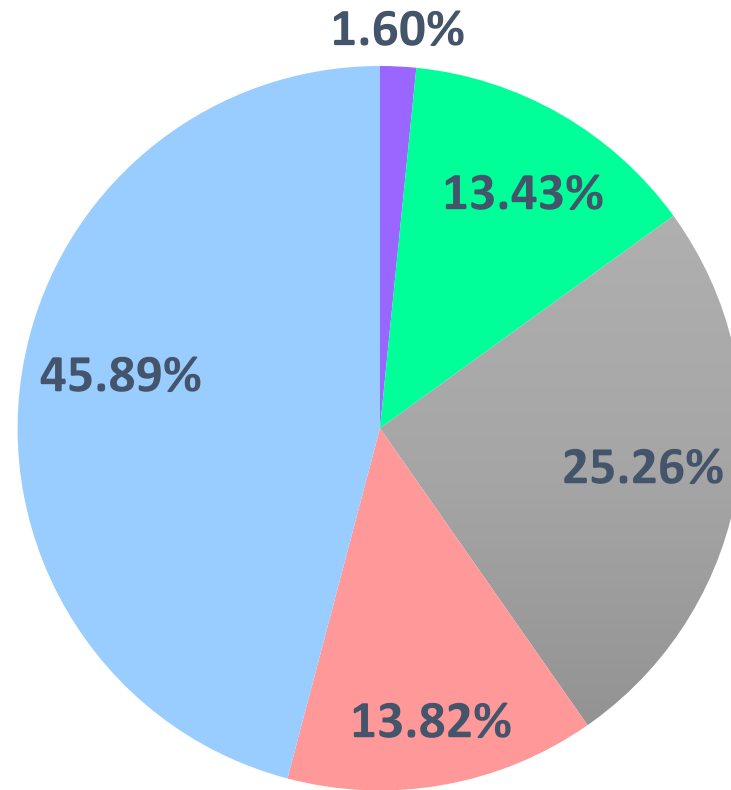


2016-17 SWD by Disability



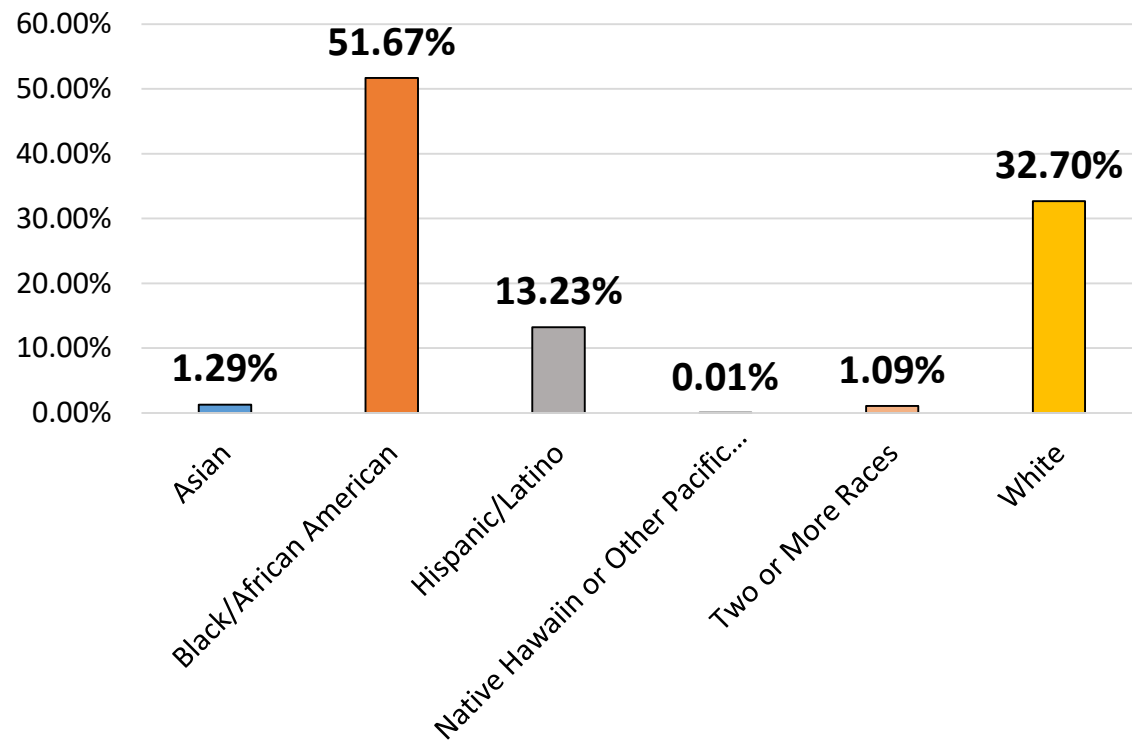
# Least Restrictive Placements

June 20, 2017

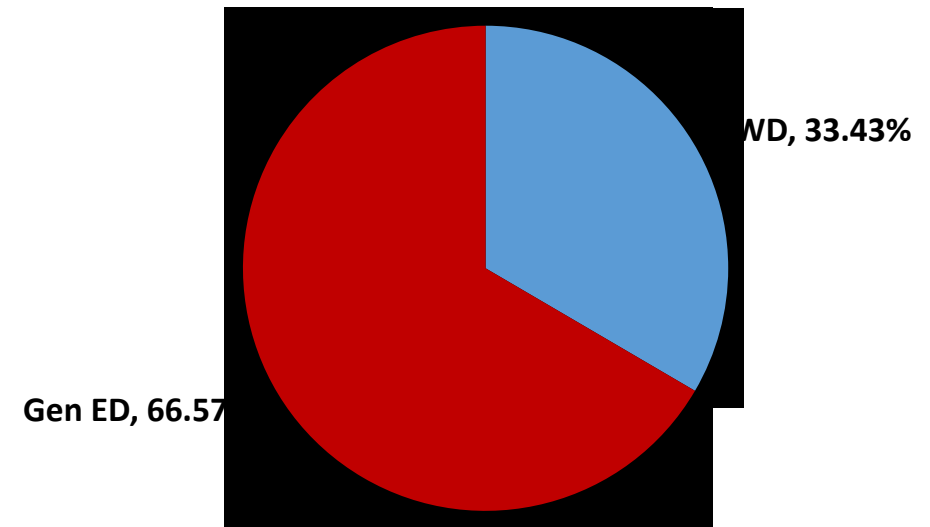


- Parentally Placed Nonpublic (Receiving Schenectady Services)
- Separate School
- Special Class (Inside Regular Classroom less than 40% of the day)
- Inside the Regular Classroom 40% to 79% of the Day
- Inside the Regular Classroom 80% or more of the Day

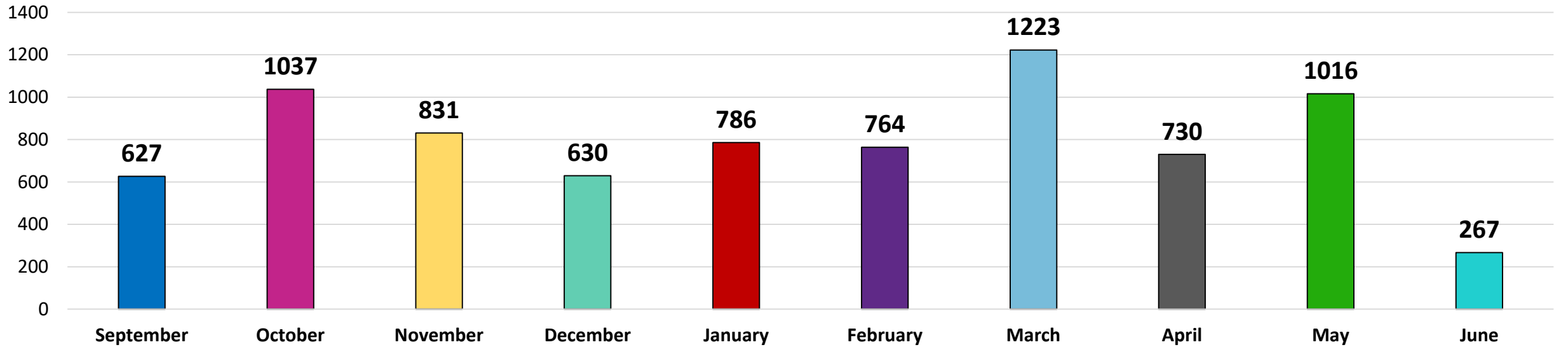
**Percentage of Referrals Written for SWD  
by Race**



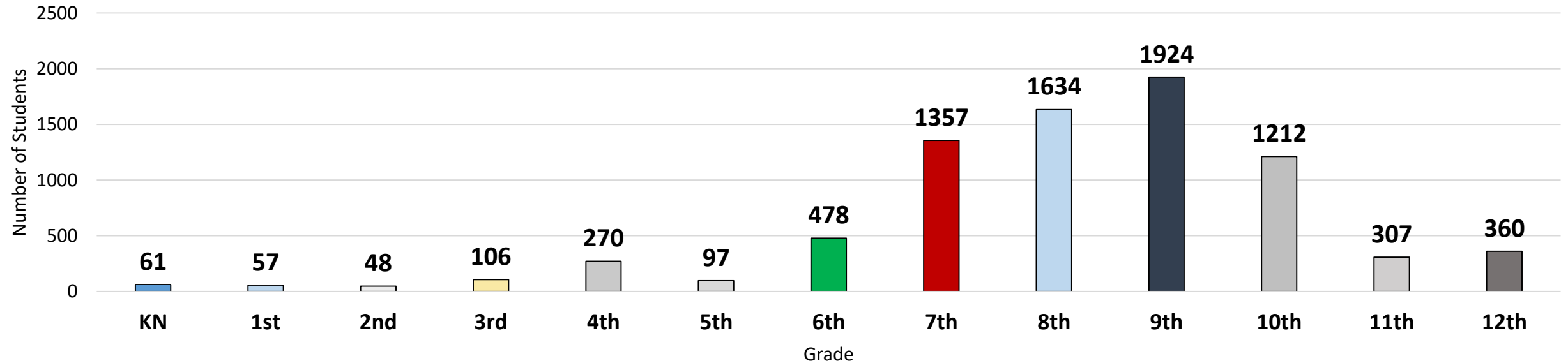
**2016-17 PERCENTAGE OF REFERRALS  
WRITTEN FOR SWD VS. GEN ED STUDENTS**



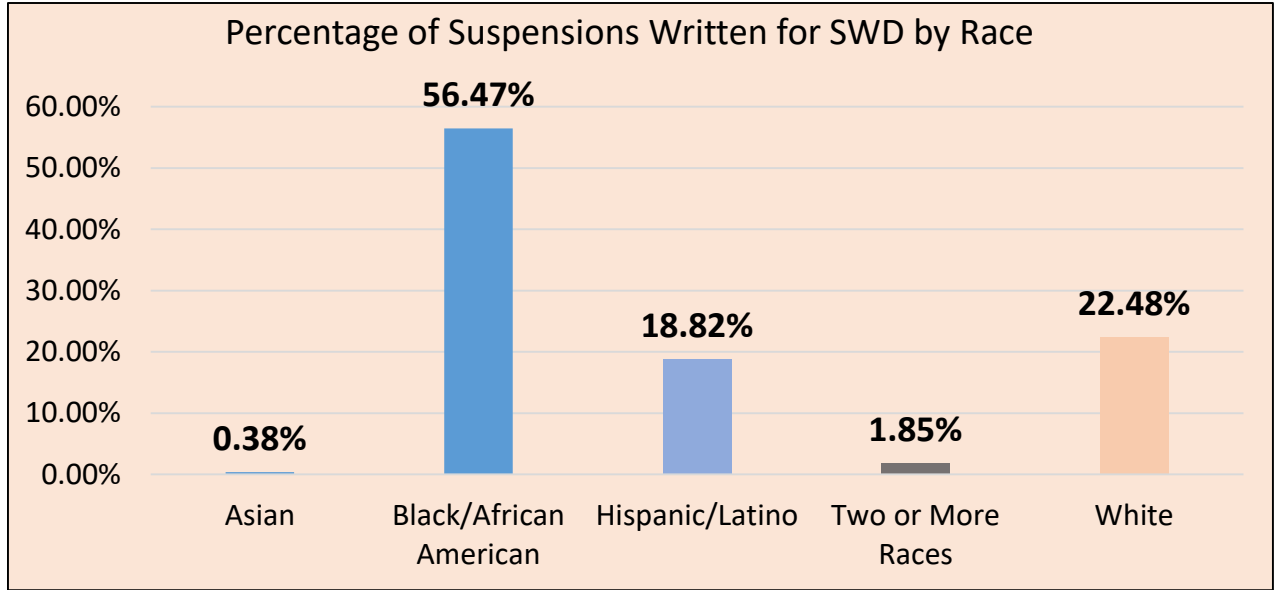
**Number of Referrals for SWD by Month**



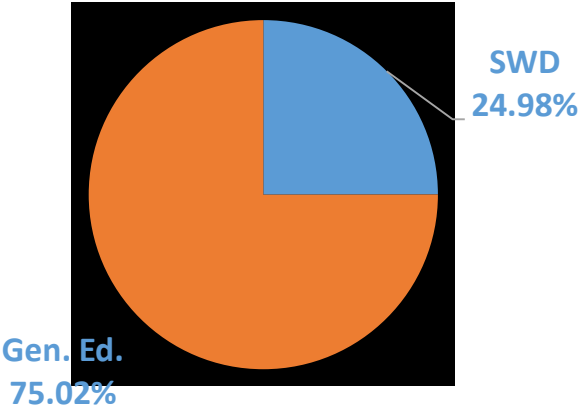
**SWD Number of Referrals per Grade**



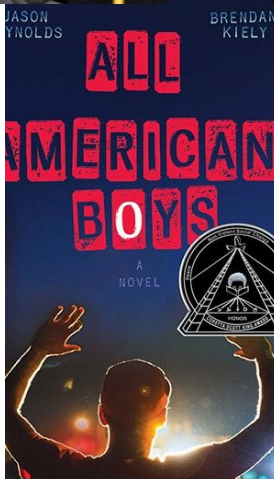
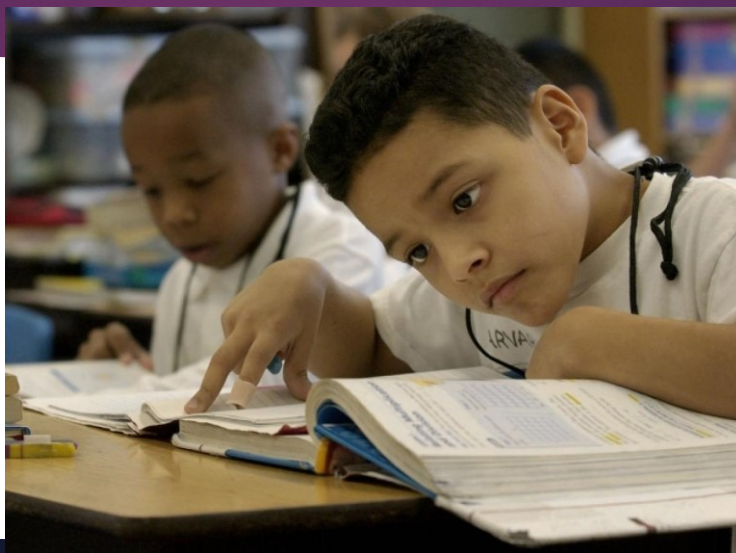
2016-17 SCSD Suspension Data		SWD	SWD Continued
Total Number of Suspension Days	18,807 Days	4,698	24.98%
Number of Students Receiving a Suspension	1,496 Students	458	24.5%



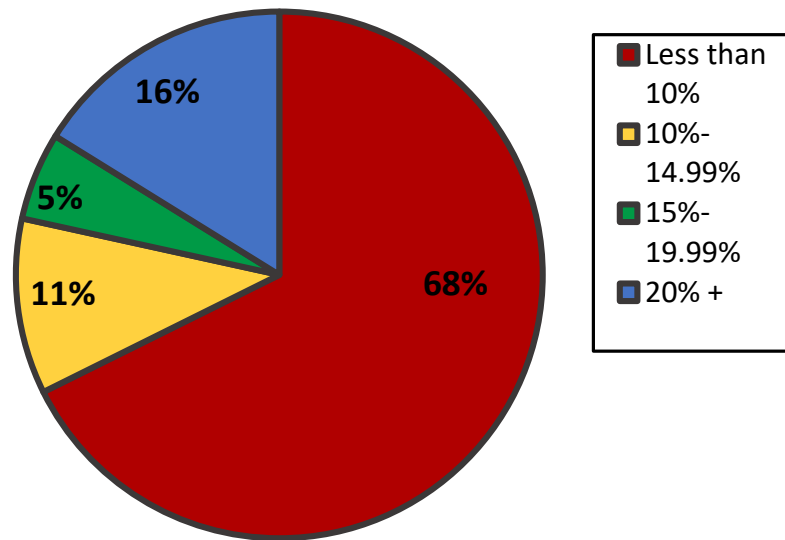
2016-17 PERCENTAGE OF SUSPENSION DAYS ASSIGNED TO SWD VS. GEN ED STUDENT



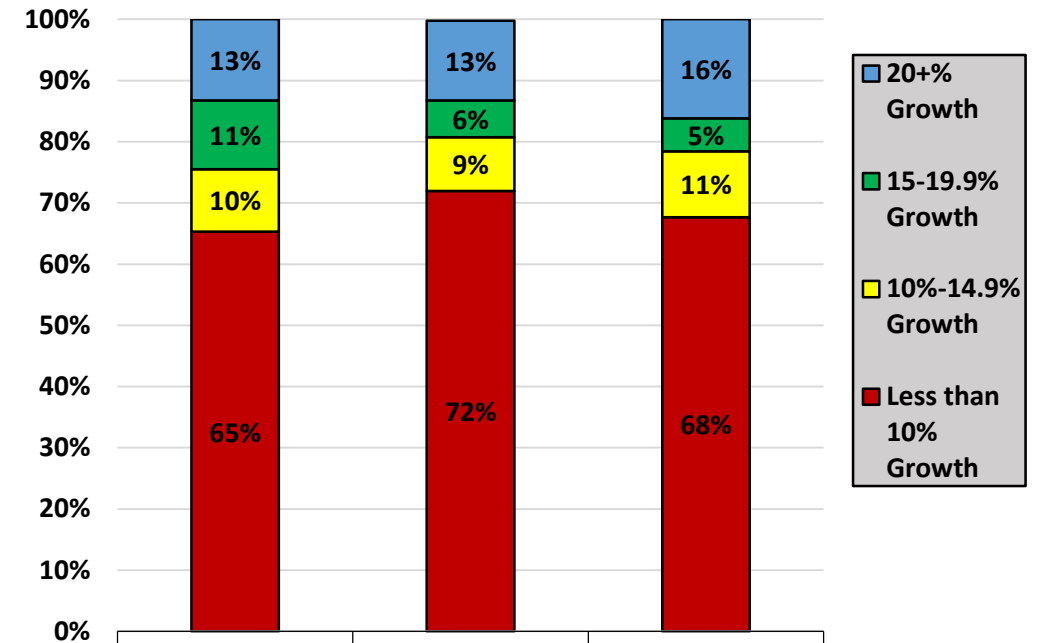
# Improving ELA and Math Results



**2016/17 Special Class  
Student % Growth on ELA Interim Exams**

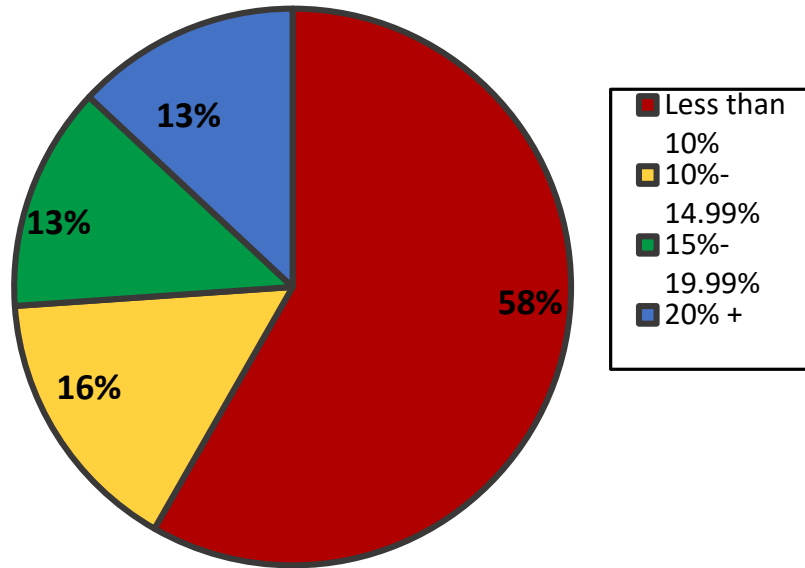


**2016/17 ELA Interim Student Growth by Program**

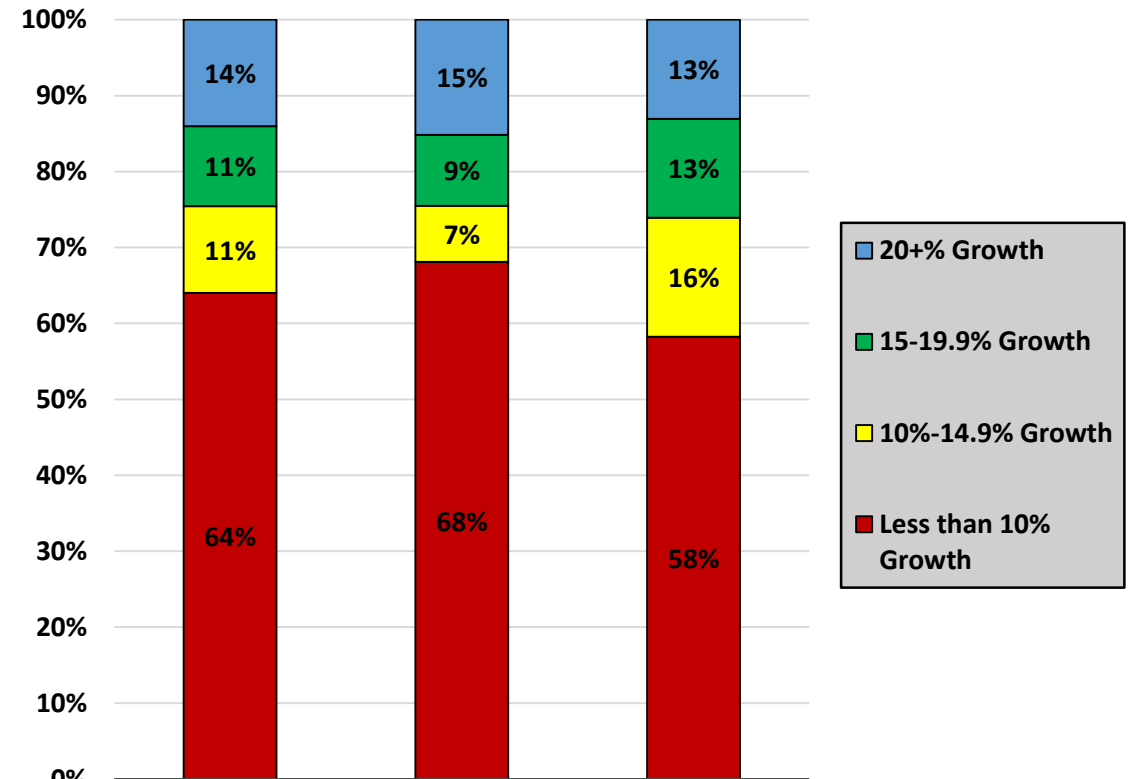


20+% Growth	13%	13%	16%
15-19.9% Growth	11%	6%	5%
10%-14.9% Growth	10%	9%	11%
Less than 10% Growth	65%	72%	68%

## 2016/17 Special Class Student % Growth on Math Interims



## 2016/17 Math Interim Growth Percentages by Program



20+% Growth	14%	15%	13%
15-19.9% Growth	11%	9%	13%
10%-14.9% Growth	11%	7%	16%
Less than 10% Growth	64%	68%	58%

# Special Education Redesign

## **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

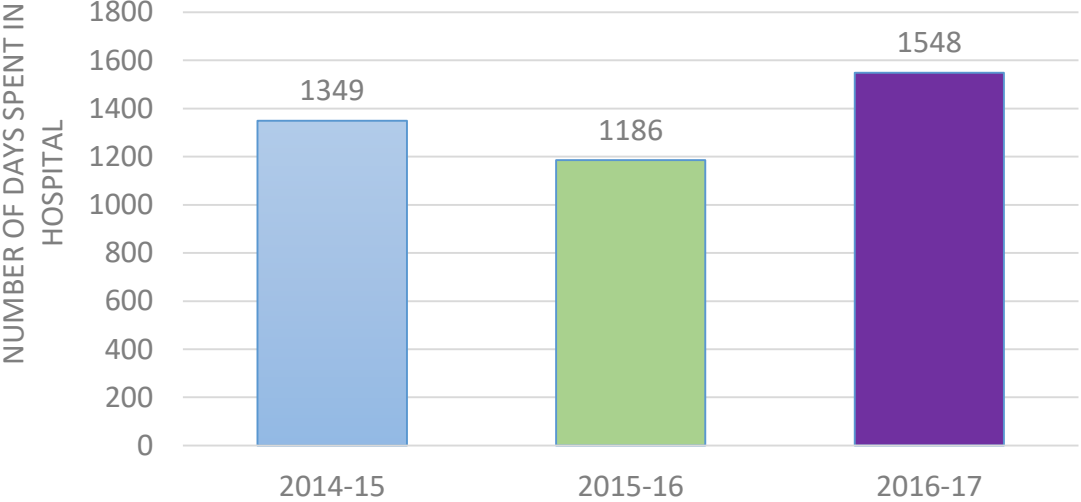
- ▶ Collaborative Program with BOCES and located at SCLA.
- ▶ Opened February 2014
- ▶ Has served 33 children and their families in the past 41 months.
- ▶ Targets younger learners (K-5) with average academic capabilities whose mental health disrupts learning.
- ▶ Parents collaboration including in home 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.

# Ready To Learn

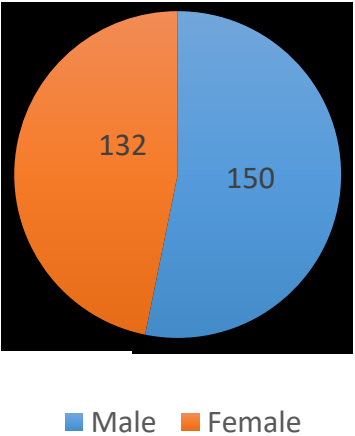
## Outcomes

- 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

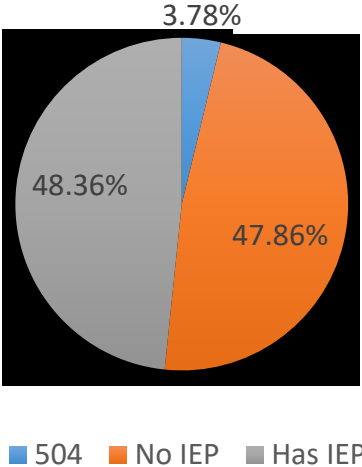
Hospitalization Days in the Past 3 Years



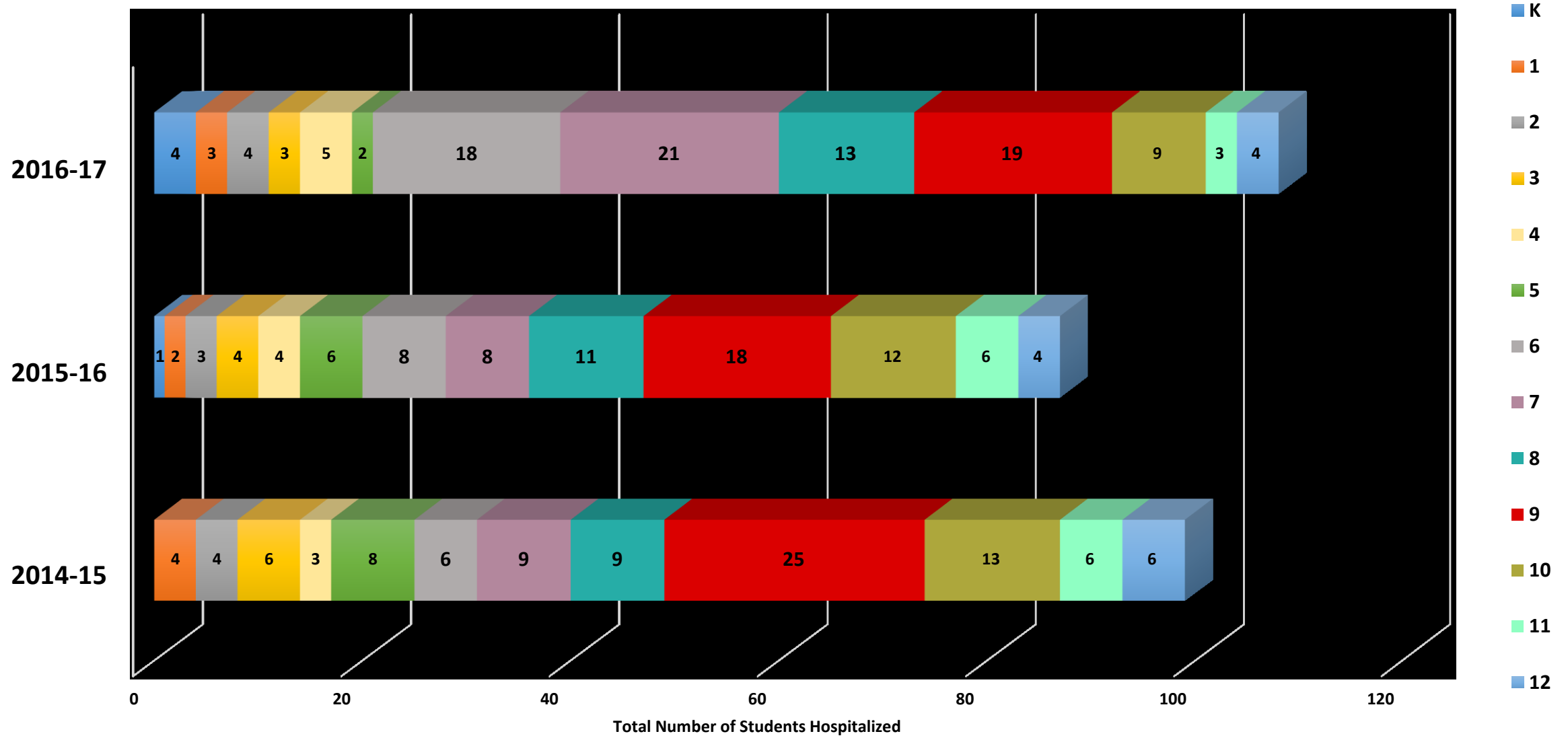
Hospitalization in the Last 3 Years by Gender



Hospitalization in the past 3 Years by Student Classification



# Number of Students Hospitalized by Grade

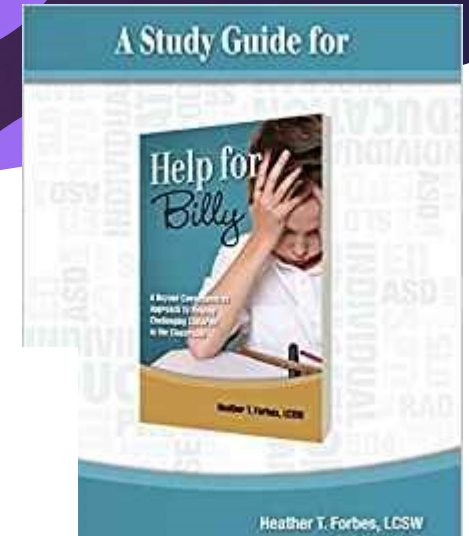
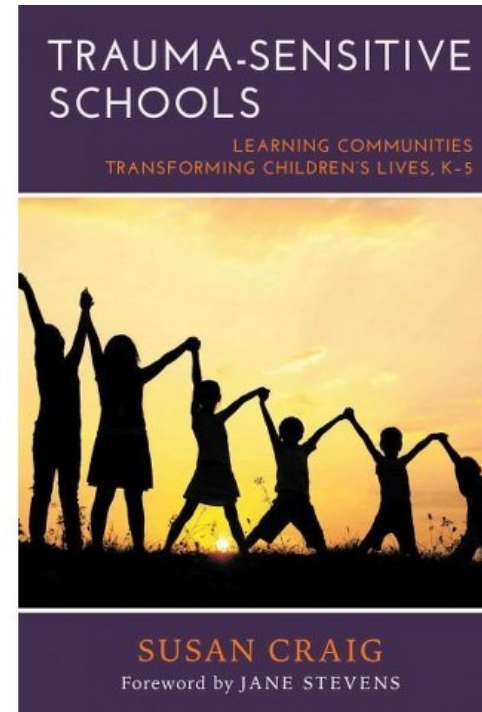
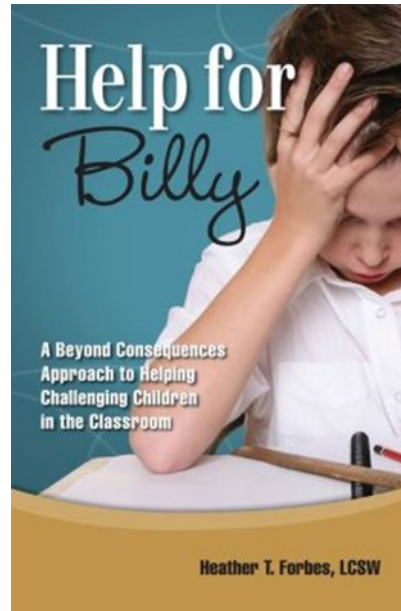
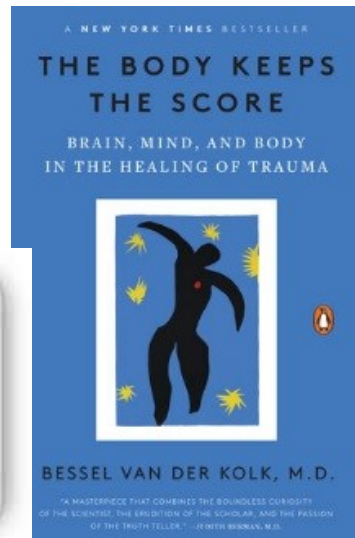


# Supporting Student Regulation



Schenectady's

## Trauma Sensitive Schools



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 Rtl 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)

The background is a dark purple gradient. It features several large, light purple circles of varying sizes. A vertical pink bar is located in the top right corner. The word "Questions?" is centered in white text.

Questions?