

Date Board will receive report: October 6, 2016

Date Board comments/questions to be submitted to Dr. Kelley: October 11, 2016

Date of report to the board: October 13, 2016

Names of presenters: Michael Padavic, Eboney Lofton, Stacey Robertson, Paula Andries, Michele Suedbeck, Laura Reeves

Type of report: Yearly Update

Report format: District report

Preview of purpose and content of report: Review of Special Education programs and goals as aligned with the district vision statement and goals

Budgetary Impact: None

Data to be presented: Special Education

District goals aligned with report: District Vision Statement and Goals



# 2015-2016 District 97 Special Education Status and Plan of Action Report

Michael J. Padavic, LCSW  
Senior Director for Student Services

Eboney Lofton, Ed.S.  
Director of Special Education

# Historical Demographics by Primary Disability

(as of June 30)

Disabilities	SY14	SY15	SY16
Intellectual	28	21	21
Orthopedic	10	5	7
Specific Learning Disability	382	309	307
Visual Impairment	5	4	5
Hearing Impairment	14	11	14
Deafness	2	2	3
Deaf & Blind	0	0	0
Speech	380	335	324
Emotional	74	72	74
Other Health Impairment	188	154	157
Multiple	9	7	6
Developmentally Delayed	176	127	142
Autism	121	81	84
Traumatic Brain Disorder	0	0	0
<b>Total</b>	<b>1,389</b>	<b>1,135</b>	<b>1,144</b>

# December 1<sup>st</sup> Child Count

School Year	Total	IDEA Flow-through		IDEA ARRA Flow-through	
		Part B	Preschool	Part B	Preschool
2007-2008	892	\$1,155,075	\$46,686		
2008-2009	867	\$1,165,627	\$51,021		
2009-2010	851	\$1,261,655	\$50,645		
2010-2011	871	\$1,273,118	\$50,655	\$1,366,138	\$49,964
2011-2012	883	\$1,296,863	\$50,587		
2012-2013	867	\$1,320,982	\$37,786		
2013-2014	892	\$1,258,174	\$50,521		
2014-2015	901	\$1,323,302	\$50,643		
2015-2016	928	\$1,324,487	\$51,600		

# Fiscal Support

## Medicaid Reimbursement

- Fiscal Year 2014 - \$451,004
- Fiscal Year 2015 - \$393,302
- Fiscal Year 2016 - \$321,465

# Initial Evaluations by Year\*

\*does not include speech only evaluations

	SY14	SY15	SY16
Initial Evaluations(K-8)	128	126	126
Initial Evaluations (EC)	39	34	56
Referrals (K-8)	340	349	299
Referrals (EC)	46	40	65
Students Not Eligible (K-8)	22	68	44
Students Not Eligible (EC)	9	8	12

# SY16 Student Demographics by Grade Level

	Total Students with IEPs	Percentage	Total Number of Students
K	48	8%	591
1	77	12%	631
2	91	15%	597
3	99	15%	642
4	102	17%	614
5	102	16%	625
6	94	15%	638
7	90	14%	637
8	98	17%	580

# Start of 2016-2017 School Year

Early Childhood	Out-of-District	Resource	Instructional	Speech Only	Parochial	Total
57	48	380	125	191	44	845

# Start of 2015-2016 School Year

Early Childhood	Out-of-District	Resource	Instructional	Speech Only	Parochial		Total
50	31	410	110	200	Total 61	Served 39	862



# Service Delivery Demographics\*

(as of June 30<sup>th</sup>)

	SY14	SY15	SY16
Early Childhood	43	42	60
Out of District	47	39	57
Resource	396	371	412
Instructional	175	230	106
Speech Only	257	203	223
Parochial (Total)	47	45	62
Parochial (Served)	40	21	35
Totals	1005	951	955

# Student Exit Rates

	SY14	Sy15	SY16
Number of Students who Exited to General Education	79	67	83
Exit Rate	7.8%	7.0%	8.7%

# Staff Information

Positions	Totals				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-17
Senior Director	1	1	1	1	1
Special Ed Director	1	1	1	1	1
Coordinators	4	4	4	4	4
Administrative Support Staff	4	4	3	3	3
Instructional Class Teachers	26	26	26.5	26.5	26
Resource Class Teachers	25	26	26.5	26.5	28
Speech & Language Pathologists	13	13	13	13	13
Physical Therapists	2	2	2	2	2
Occupational Therapists	5	5	5	5	5
Adapted P.E Teachers	1	1	1	1	1
School Psychologists	5	5	5	5	5
School Social Workers	12	12	12	12	12
School Nurses	8	8.5	8.5	8.5	10
Behavioral Interventionist	0	1	1	1	1

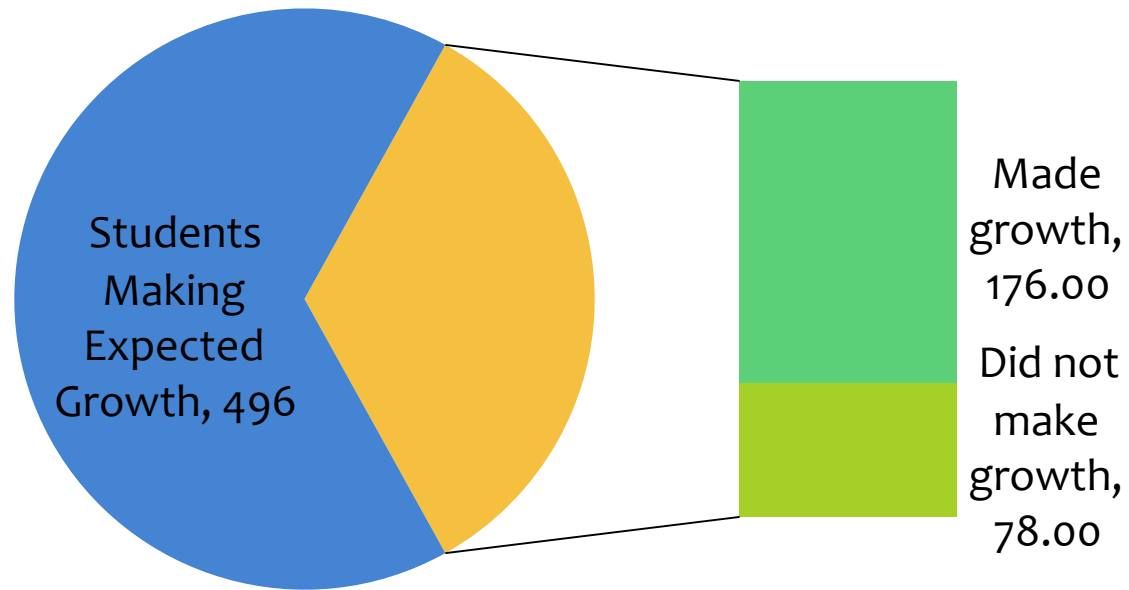
# Celebrations and SY16 Accomplishments

- \* **Utilized ECRA data to drive instructional practices**
- \* Provided professional development offerings that were both meaningful and relevant
- \* Conducted joint meetings with ECSE and PKP
- \* Developed mentoring program for our middle school students
- \* Expanded Special Olympics at the elementary level through funding from the Jeffrey Allen Gates Foundation
- \* Expanded partnership with Resurrection University and Dominican University's nursing departments
- \* Piloted co-teaching at the elementary school level (Longfellow Elementary School)
- \* Provided 3 Saturday parent workshops - one in partnership with community agencies
- \* Facilitated monthly parent support groups for parents of students in early childhood

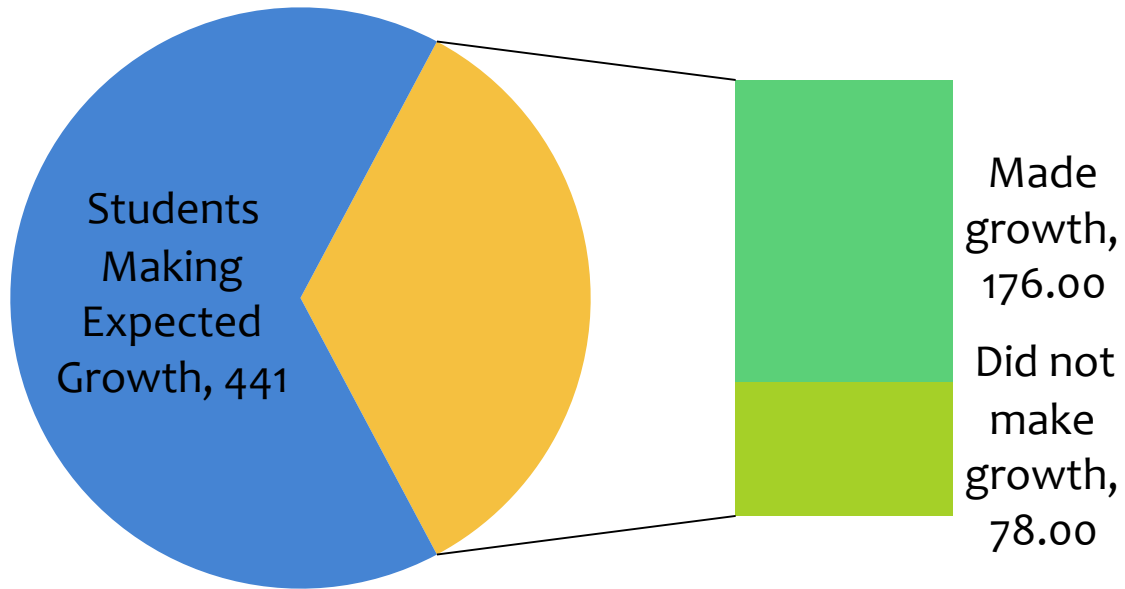
# ECRA Data Deep Dive with Special Education Staff

- \* Looked at Fall MAP scores and compared those scores to benchmark expectations
- \* Highlighted where students met benchmark
- \* Determined that approximately 300 of the total student population in grades 3-8 (approximately 700) were at risk for not making growth or achieving benchmark expectations
- \* Reviewed IEPs to look at goals for reading and/or math
- \* Asked key questions to further determine root cause:
  - \* When was the student identified for special education?
  - \* Were there related services that needed to be part of the discussion?
- \* Reviewed programming (minutes and services)
- \* Reviewed curriculum for students
- \* Compared projected scores to fall benchmark scores
- \* Developed an action plan to close the gap

# Student Growth Data in Reading in Grades 3-8



# Student Growth Data in Mathematics in Grades 3-8



# READING IMPROVEMENT BY SCHOOL

	<b>Made Benchmark EOY</b>	<b>Made Improvement</b>	<b>Did not Improve</b>
<u>Beye</u>	8%	54%	38%
Hatch	0%	86%	14%
Holmes	40%	60%	0%
Irving	43%	50%	7%
Lincoln	4%	77%	29%
Longfellow	6%	81%	13%
Mann	18%	64%	18%
Whittier	22%	64%	14%
Brooks	14%	40%	46%
Julian	19%	48%	33%



# MATH IMPROVEMENT BY SCHOOL

	<b>Made Benchmark EOY</b>	<b>Made Improvement</b>	<b>Did not Improve</b>
<b><u>Beye</u></b>	7%	72%	21%
<b>Hatch</b>	29%	71%	0%
<b>Holmes</b>	0%	86%	14%
<b>Irving</b>	15%	70%	15%
<b>Lincoln</b>	10%	75%	15%
<b>Longfellow</b>	6%	88%	6%
<b>Mann</b>	13%	50%	37%
<b>Whittier</b>	18%	73%	9%
<b>Brooks</b>	1%	65%	34%
<b>Julian</b>	9%	51%	24%

# The D97 Vision and Actualization of the Vision

# Goals for 2016-2017

# Areas to Watch

- \* Monitor implications of special education funding bills at the state and federal level
- \* Continue to monitor disproportionality and issues of equity
- \* Continue to monitor IEP compliance
- \* Monitor the implications of Senate Bill 100 on students with disabilities
- \* Monitor students placed in therapeutic day schools
- \* Eboney is co-leading MTSS implementation alongside Dr. Carrie Kamm in the Department of Teaching and Learning
- \* Continue to support special education teachers in ensuring students are able to access the new core general education curricula

Questions?