Prevention & Intervention

Special Education Enrollment Trends, Assessment and

Interventions

Prevention & Intervention

*Patterns in Initial Assessments for Special Education

*Disproportionality

*School Quality Improvement Index (SQII)

*DESSA

This presentation will review an analysis of Initial Assessment data to…

**examine the patterns of eligibilities of OHI, ED, AUT and SLD across ethnic groups

**examine peak grades for assessment & identification of specific eligibilities

** share changes in the criteria for evaluating school effectiveness & universal screening

In order to better understand how individual school practices contribute to a pattern of over-identification and disproportionality
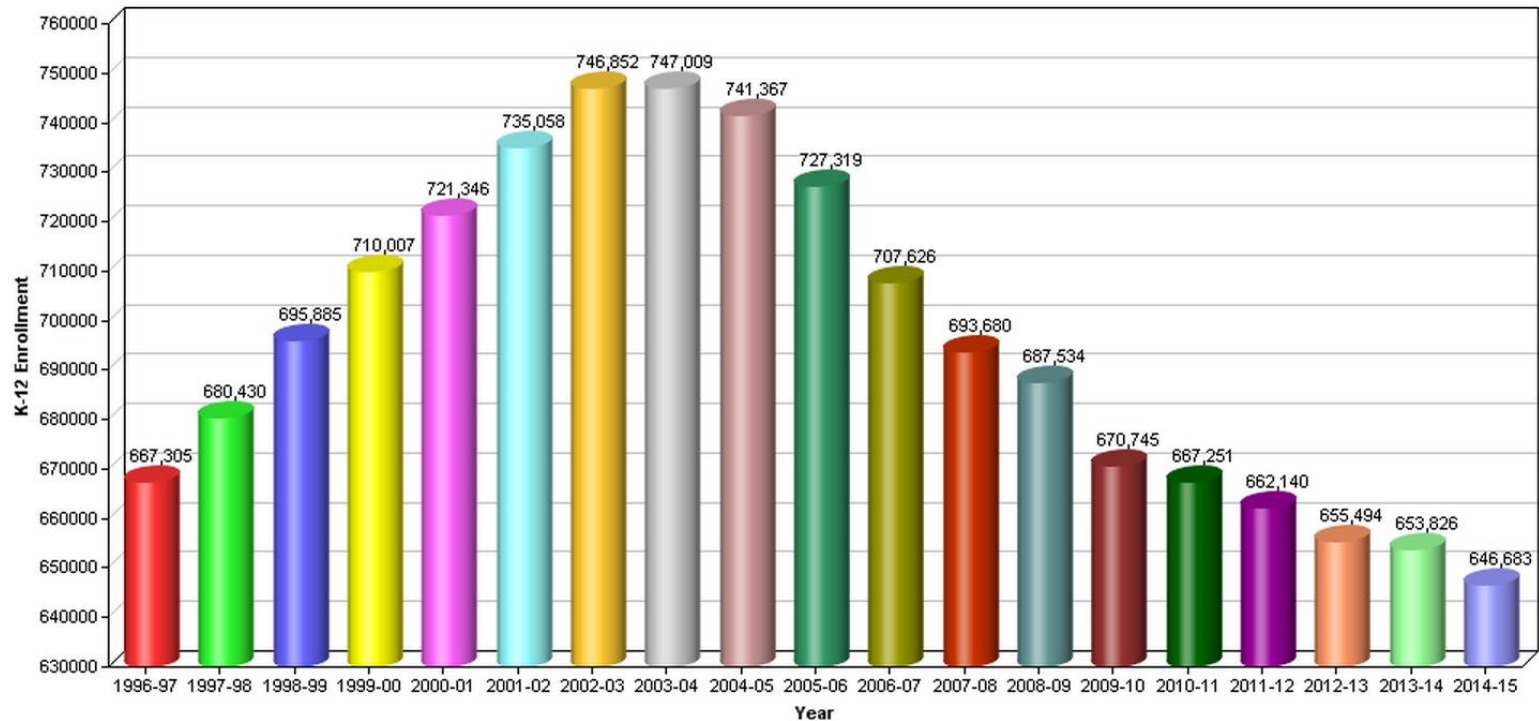
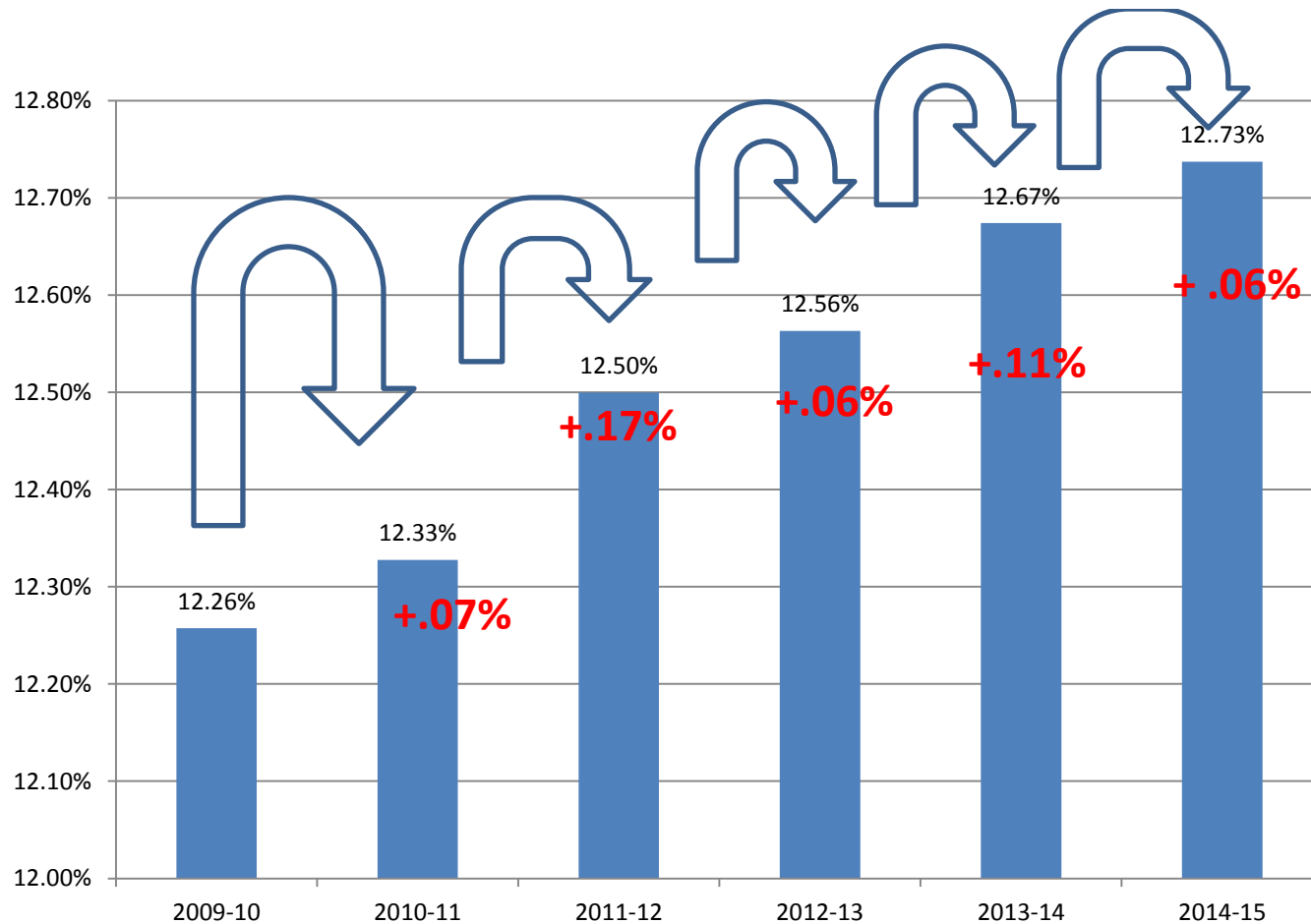# LAUSD Enrollment History

Source: California Dept. of Ed Website
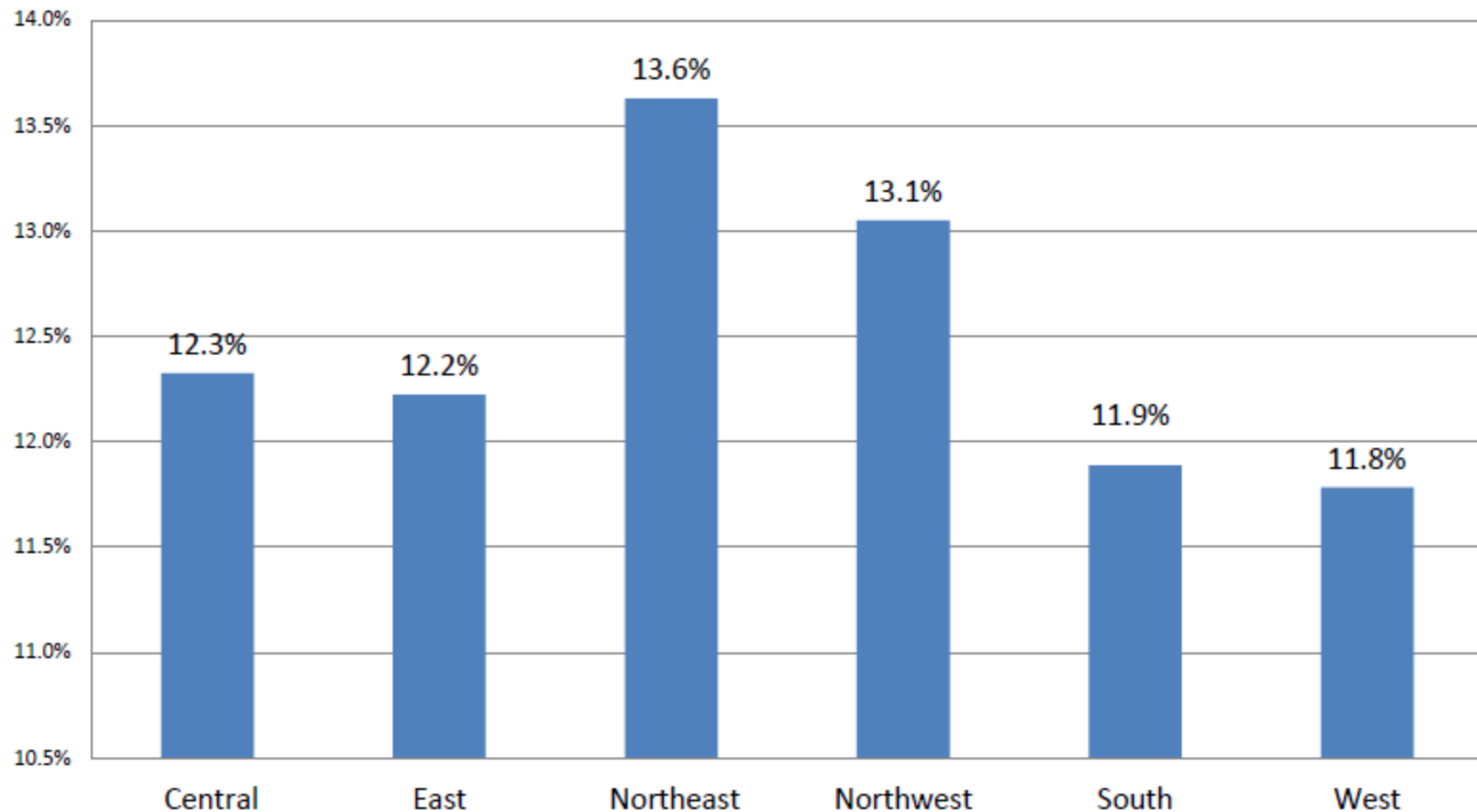
Special Education Percentage of General Education 2009 - 2015

# Percentage of Students with Disabilities by Local District

Enrollment & Eligibility Trends 2009-2014

School Year	LAUSD Enrollment	Special Ed Enrollment	% of total pop in Spec Ed	% AUT	%ED	%OHI	% SLI	%SLD	TOP 5 Totals
2009-10	670,745	82,215	12.26	12.84	2.53	8.6	14.92	49.82	88.71
2010-11	667,251	82,257	12.33	13.25	2.53	9.26	15.53	48.25	88.82
2011-12	662,140	82,765	12.5	14.77	2.25	9.89	15.15	47.13	89.19
2012-13	655,494	82,351	12.56	15.41	2.16	10.21	14.87	46.58	89.23
2013-14	653,826	82,867	12.67	16.29	2.04	10.91	14.37	45.77	89.37
2014-2015**	649,683	82,759	12.73%	16.26	2.01	10.90	14.36	45.79	89.32 **
	↓	↓	↑	↓	↓	↓	↓	↑	**OI at 2.55% now supersedes ED at 2.01%

** Final enrollment numbers based on a estimate – including CASMIS data

Initial Referral Rates

Initial Referral Rates Trends

% of Total enrollment
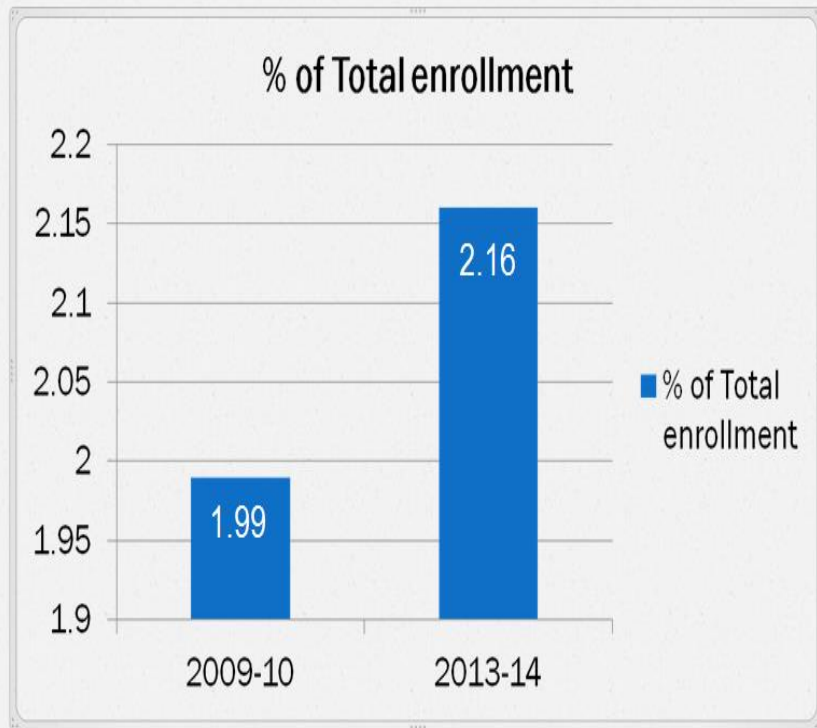
2014-2015
Overall LAUSD
Enrollment   646,683
Initial Referrals   13,426
2 % of District Enrollment

This year's assessment data suggests that:
1. Initial assessments from last year are less than 2013- 2014
2. Even a 2% assessment rate represents growth in the number of students identified as having disabilities

Disproportionality 2013-2014

Disproportionality of Initial Identification

Eligibility and Ethnicity

	AUT	DD	ED	OHI	SLD	SLI	Overall	LAUSD Demo
Af-Amer%	9.7%	6.2%	20.4%	21.6%	11.7%	7.2%	8.9%	10%
Hispanic%	60.3%	71.3%	49.2%	57.4%	78.0%	55.0%	54.3%	73.4%
White%	20.7%	15.8%	23.6%	17.9%	8.4%	26.2%	14.3%	8.8%
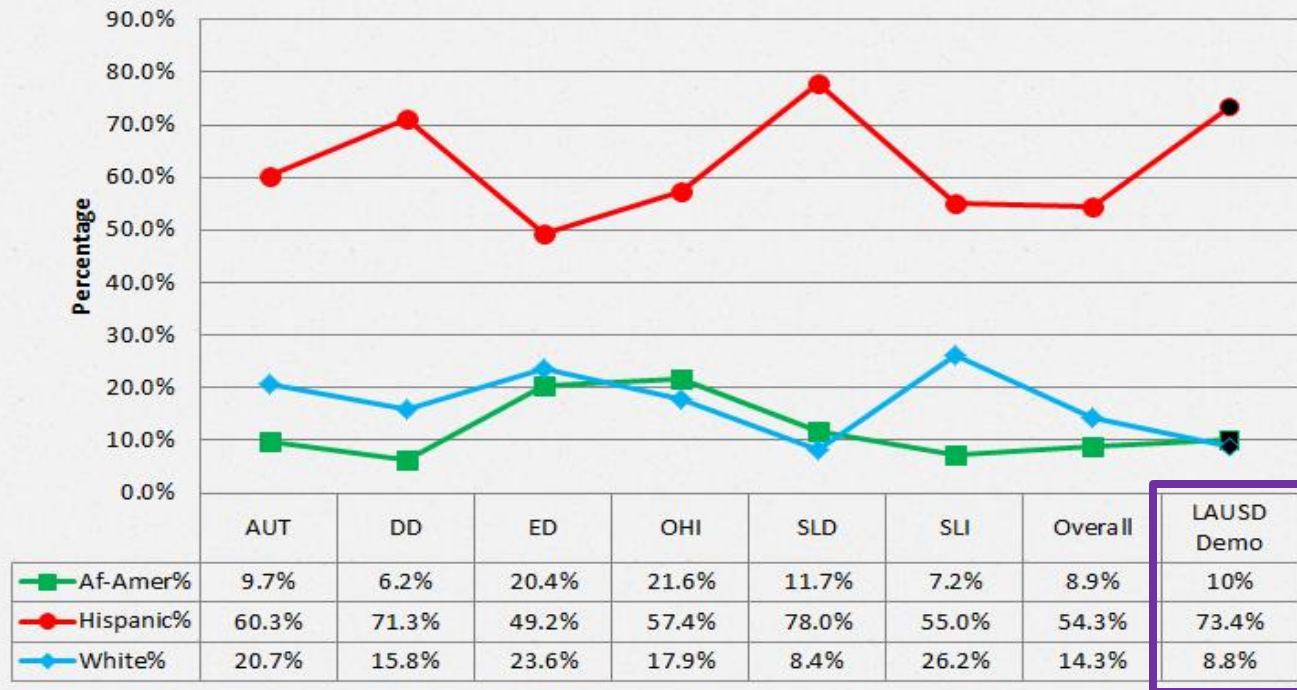
2013-14 Initial Referral by Eligibility and Grades

2013-14 Initials by Eligibility and Grade
Total: 13,096

	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	Other
SLD	166	159	422	641	697	507	408	156	104	97	76	53	35	20	1
SLI	2,089	475	212	128	82	49	14	13	6	3	3				10
AUT	845	131	86	33	20	20	7	10	6	5	8	1	3		5
DD	1,517														
OHI	130	117	185	225	172	133	84	51	66	52	53	52	12	4	
Others	367	52	42	34	23	24	20	25	17	47	47	36	17	6	1
Not Eligible	695	99	104	187	148	122	102	59	46	37	33	23	18	6	
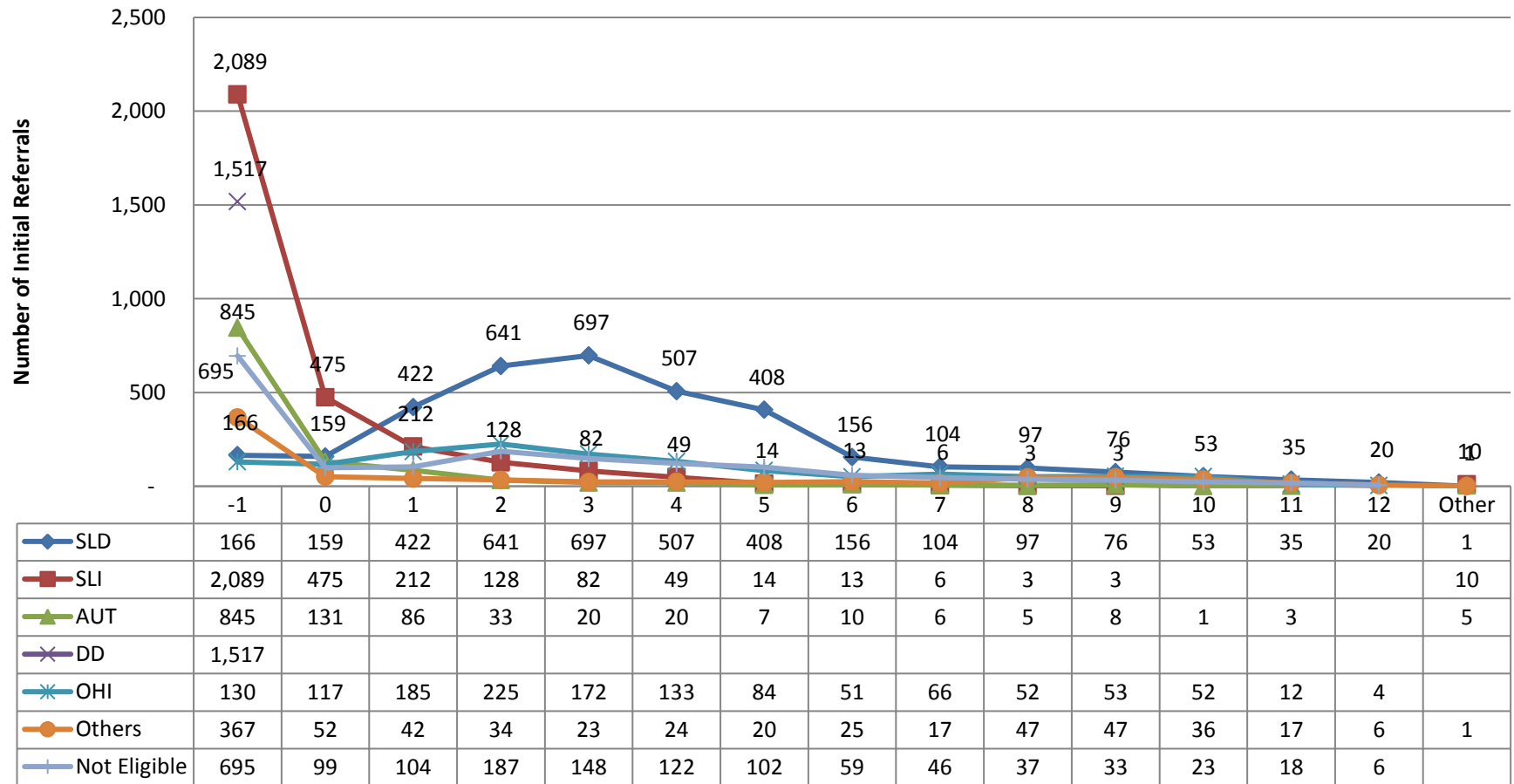
Initial Eligibility by Grade 2014-2015

Initial Eligibility 2014 –2015 Total: 13,426

	PreK	TK	K	01st	02nd	03rd	04th	05th	06th	07th	08th	09th	10th	11th	12th
AUT	1050	27	102	75	33	31	10	10	11	14	8	6	3	3	
ED			5	14	16	13	8	15	8	12	13	42	21	22	7
HOH	46	1	8	16	9	7	3	7	3		3	1	2	1	
ID	162	7	22	21	14	4	2	3	1	4	1	3	2		
OHI	132	14	87	199	196	167	120	83	49	61	47	50	33	16	9
SLD	93	11	143	424	684	677	467	392	128	98	74	88	70	39	13
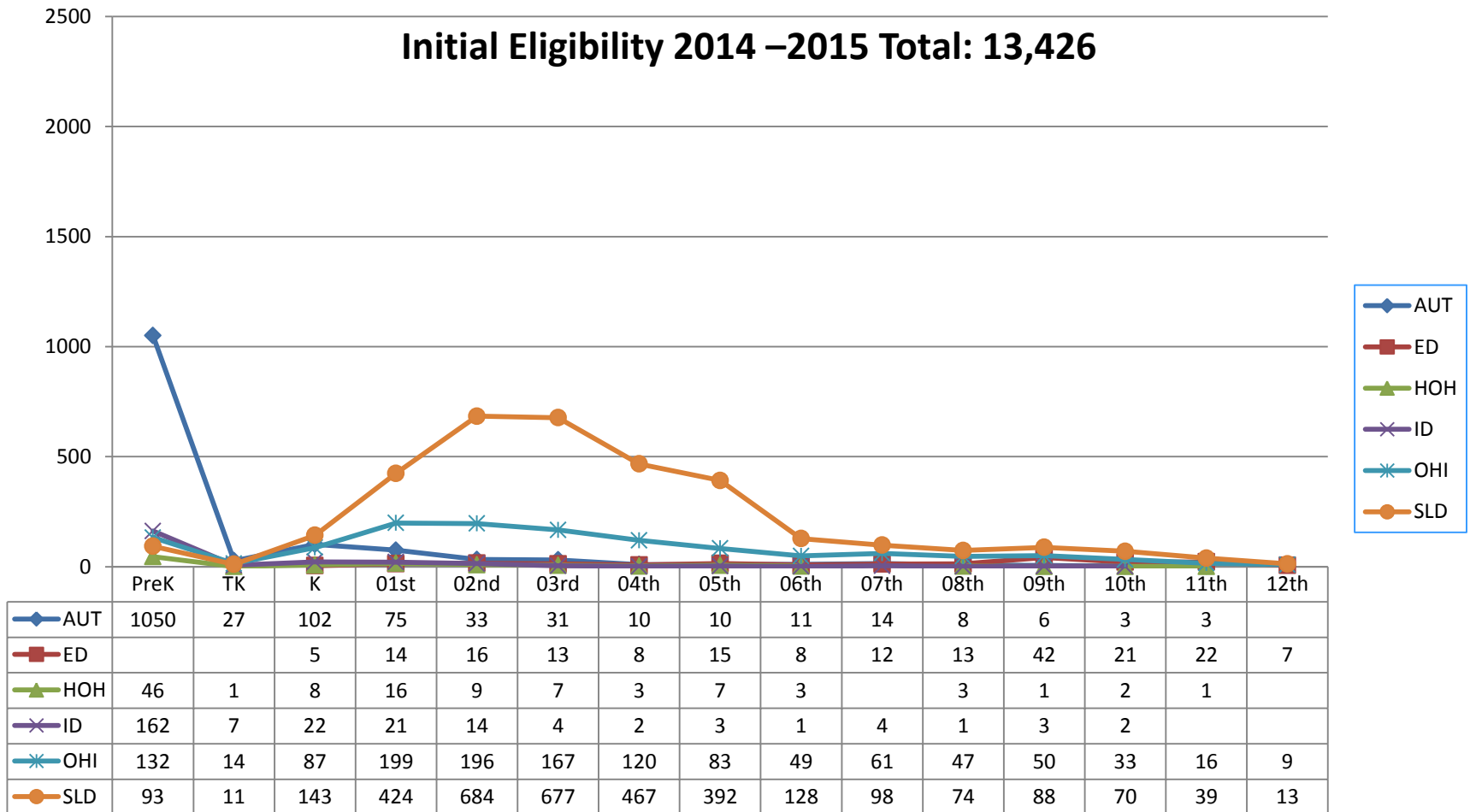
Initial referrals for ED – Grade level trends

Initial Referrals: ED Eligiblity by Grade

	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	Other
ED		5	12	12	11	11	7	17	11	32	36	28	8	1	
%	0%	3%	6%	6%	6%	6%	4%	9%	6%	17%	19%	15%	4%	1%	0%

ED Initial Assessments 2014 - 15

	PreK	TK	K	01st	02nd	03rd	04th	05th	06th	07th	08th	09th	10th	11th	12th
ED	0	0	5	14	16	13	8	15	8	12	13	42	21	22	7
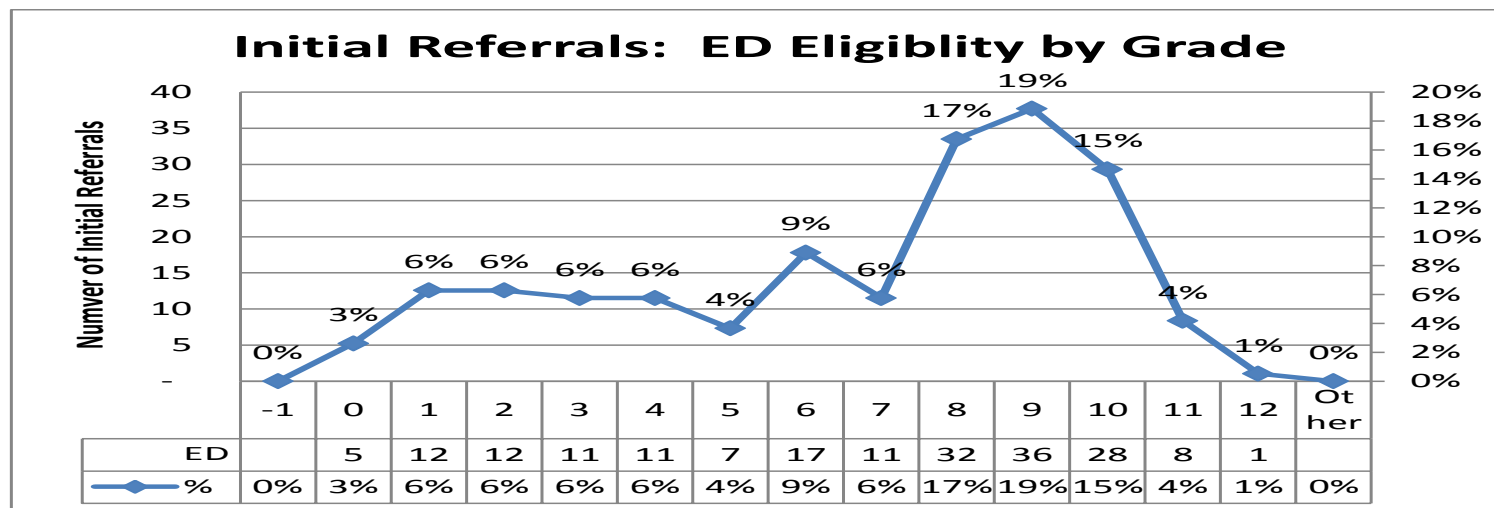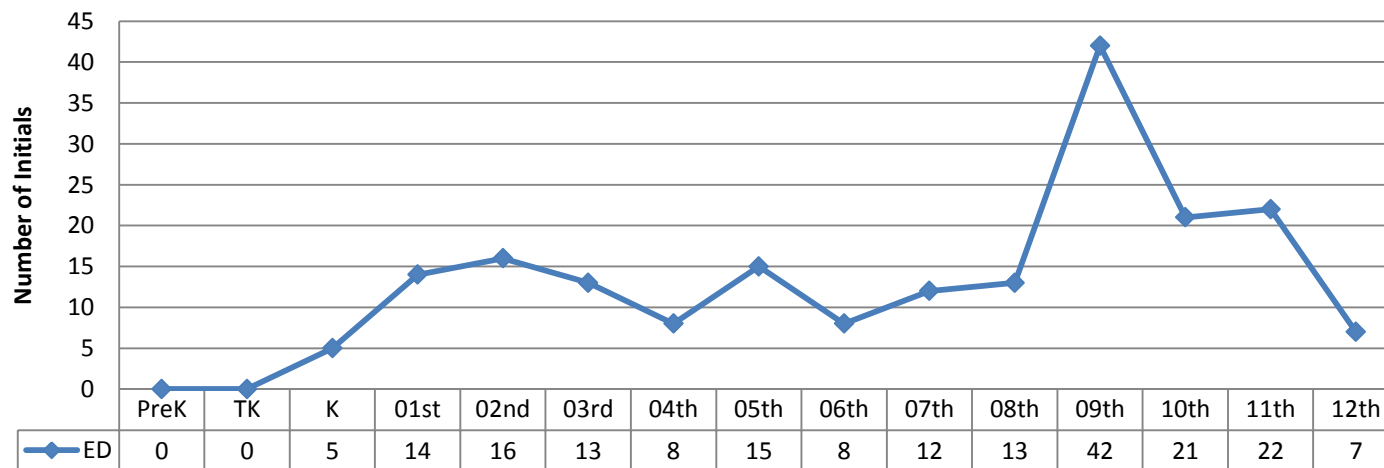
Initial Referrals for Autism – Grade Level Trends

Initial Referrals: Autism Eligibility by Grades

	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	Other
AUT	845	131	86	33	20	20	7	10	6	5	8	1	3		5
% AUT	72%	11%	7%	3%	2%	2%	1%	1%	1%	0%	1%	0%	0%	0%	0%
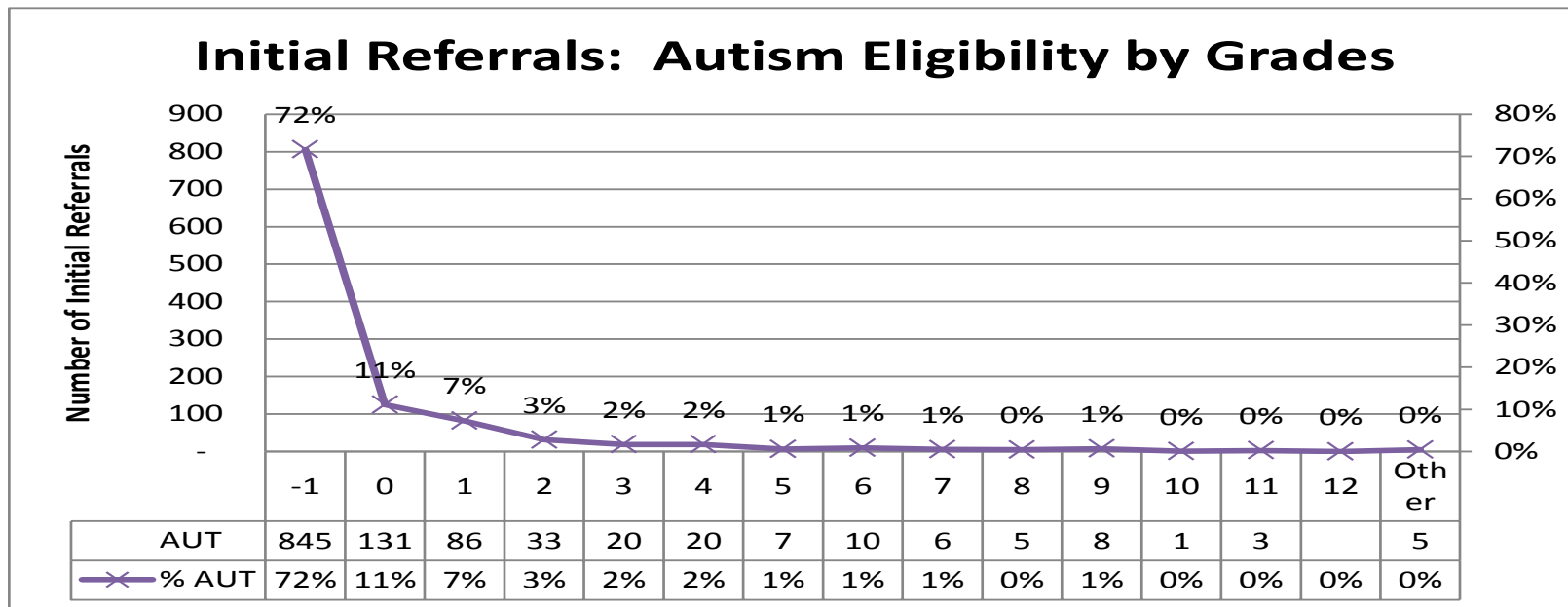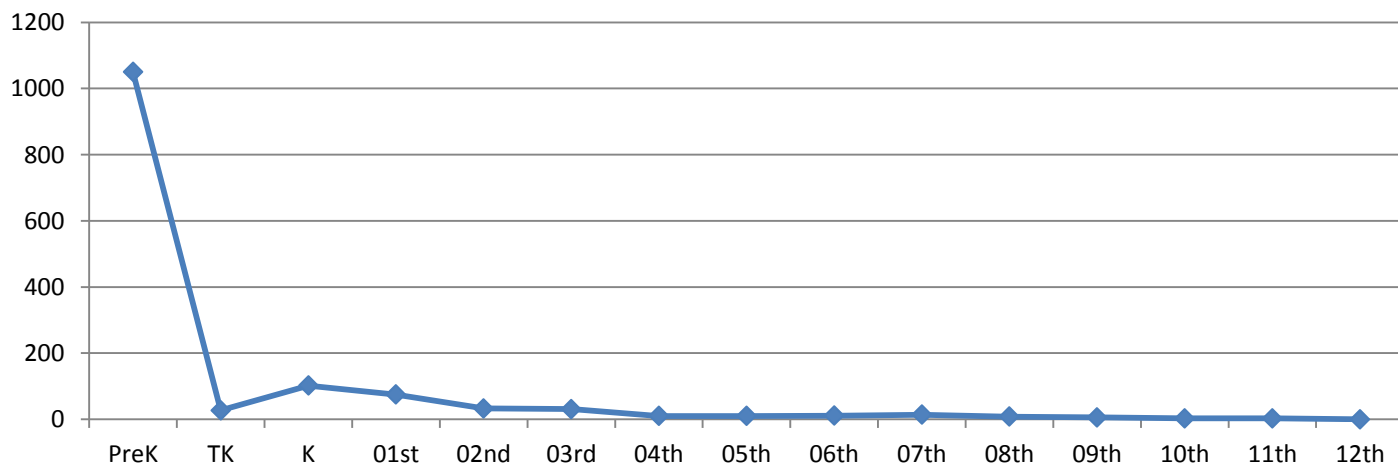
Initial AUT 2014-15

Initial Referrals for OHI Grade Level Trends

Initial Referrals: OHI Eligibility by Grades 2013-14

	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	Other
OHI	130	117	185	225	172	133	84	51	66	52	53	52	12	4	
% OHI	10%	9%	14%	17%	13%	10%	6%	4%	5%	4%	4%	4%	1%	0%	0%
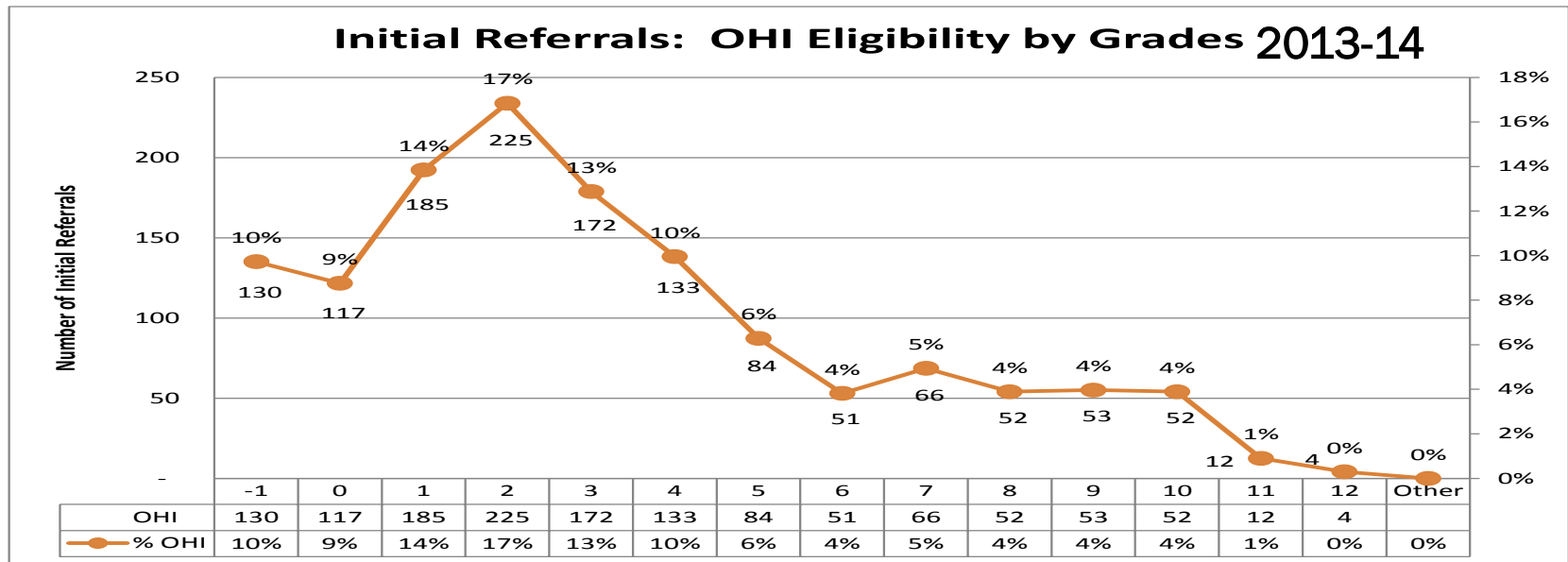
Initial Referrals OHI 2014 - 2015
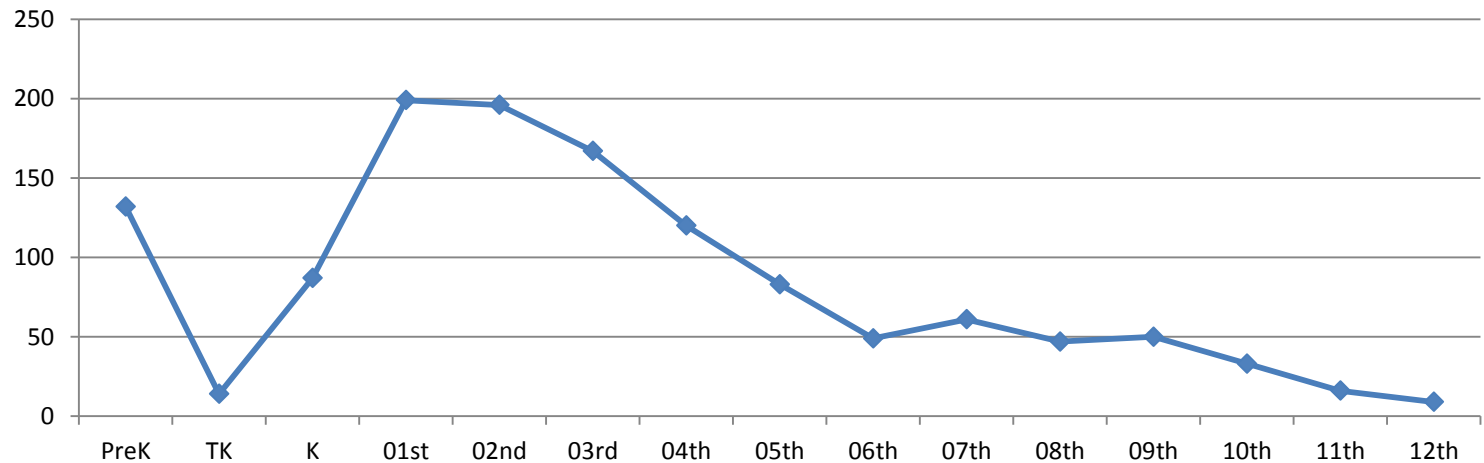
Initial Referrals for SLD Grade Level Trends
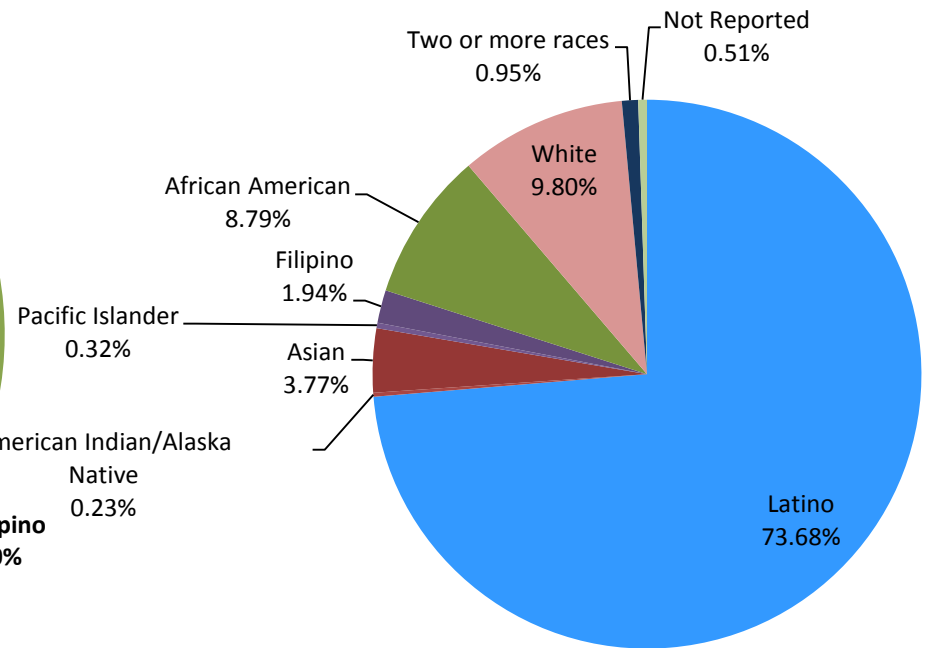
Initial Referrals: SLD Eligibility by Grades 2013-14

	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	Other
SLD	166	159	422	641	697	507	408	156	104	97	76	53	35	20	1
% SLI	5%	4%	12%	18%	20%	14%	12%	4%	3%	3%	2%	1%	1%	1%	0%
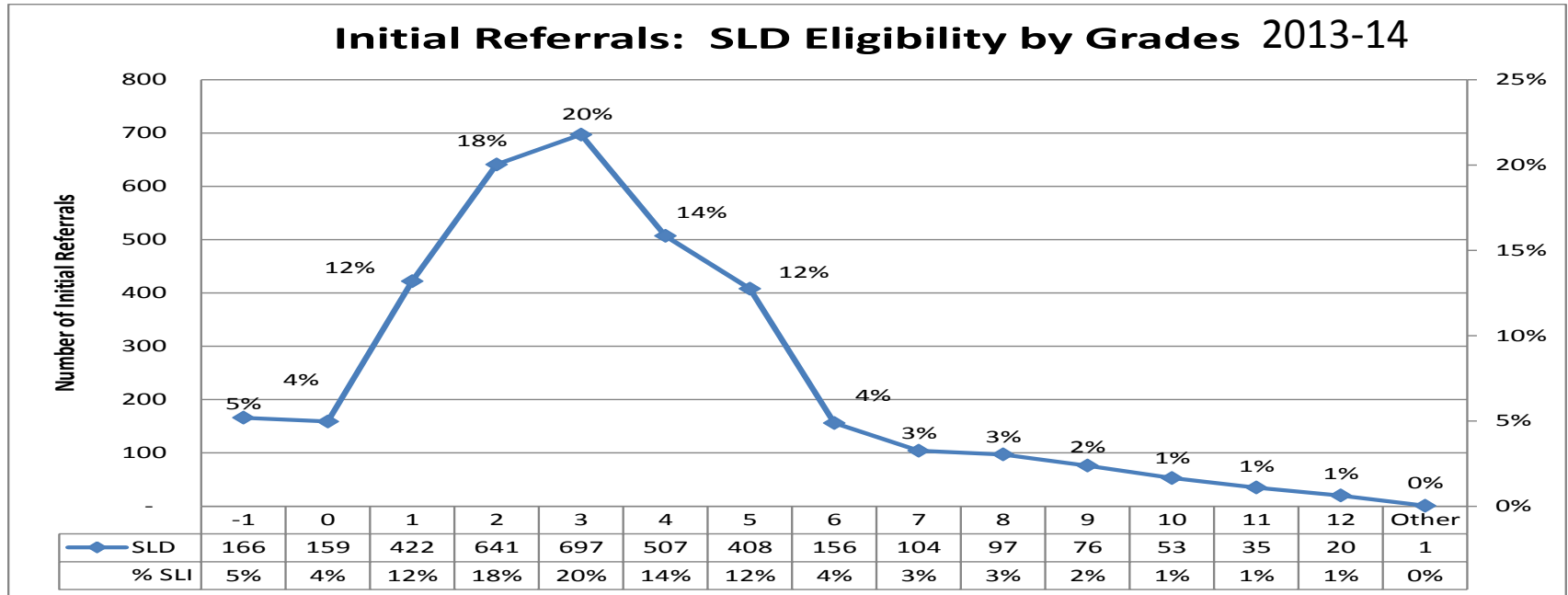
Initial Referrals: SLD Eligibility by Grades 2014-15
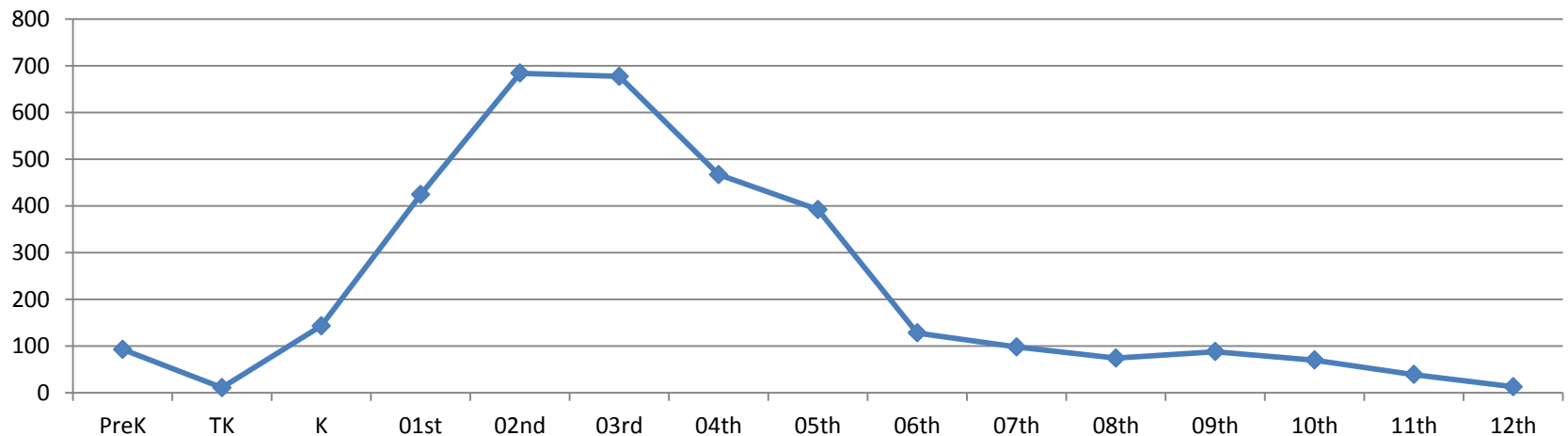
Total Initial Assessments 2014 – 2015 As represented by Ethnicity

Initial Assessments 2014 - 2015
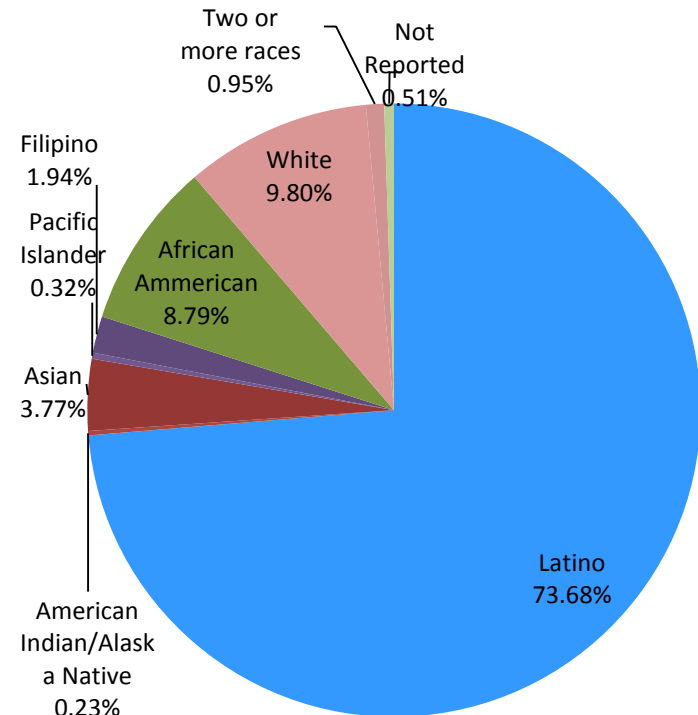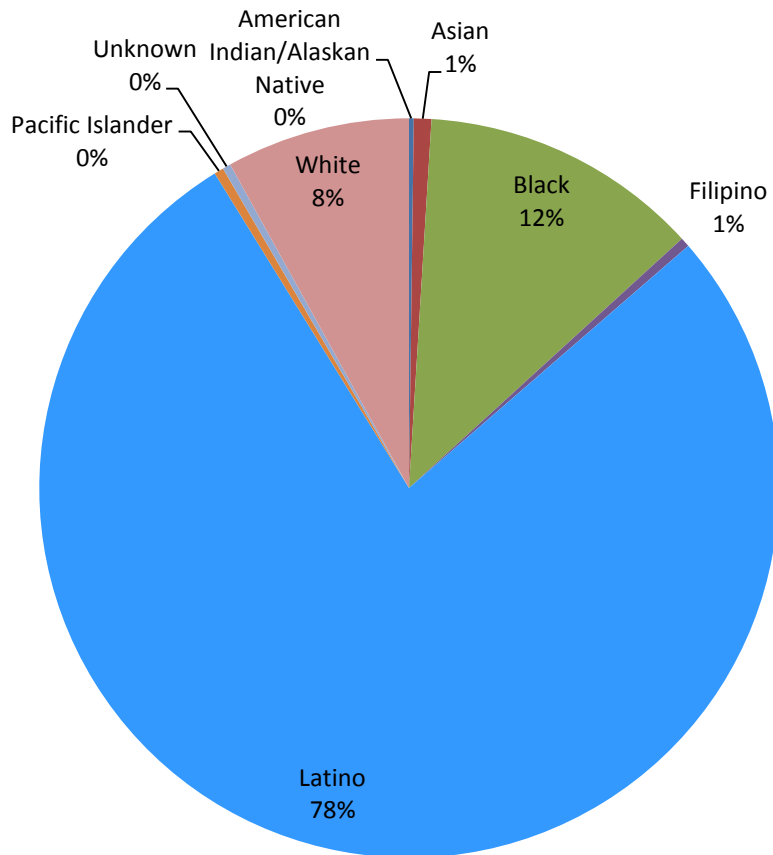
- American Indian/Alaskan Native 0%
- Asian 4%
- White 18%
- Unknown 0%
- Pacific Islander 0%
- Black 30%
- Latino 48%
- Filipino 0%
- American Indian/Alaska Native 0.23%

lausd enrollment 2014- 2015 per CA dept of ed

- Two or more races 0.95%
- Not Reported 0.51%
- White 9.80%
- African American 8.79%
- Filipino 1.94%
- Pacific Islander 0.32%
- Asian 3.77%
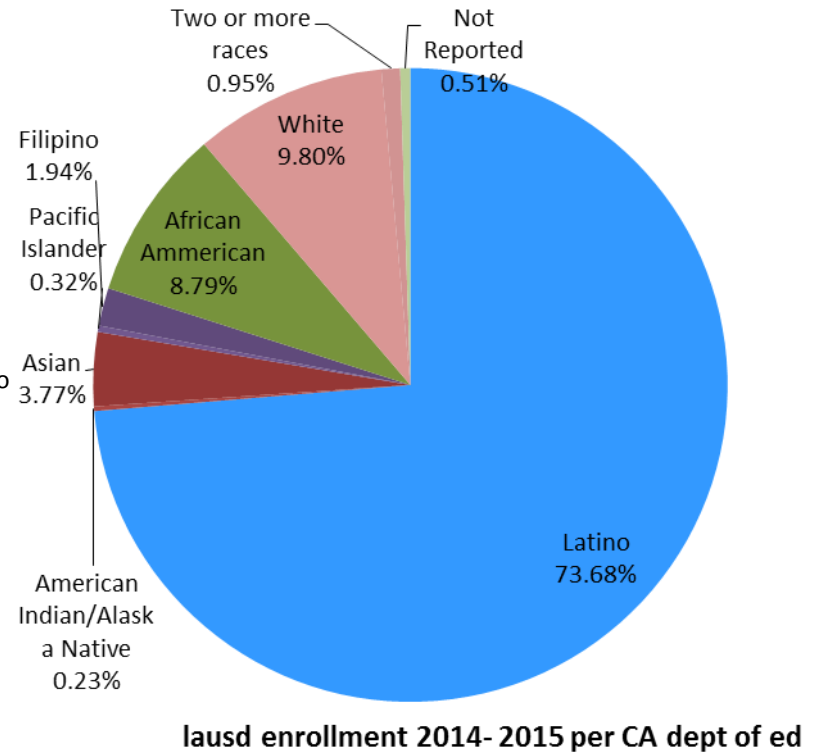- Latino 73.68%

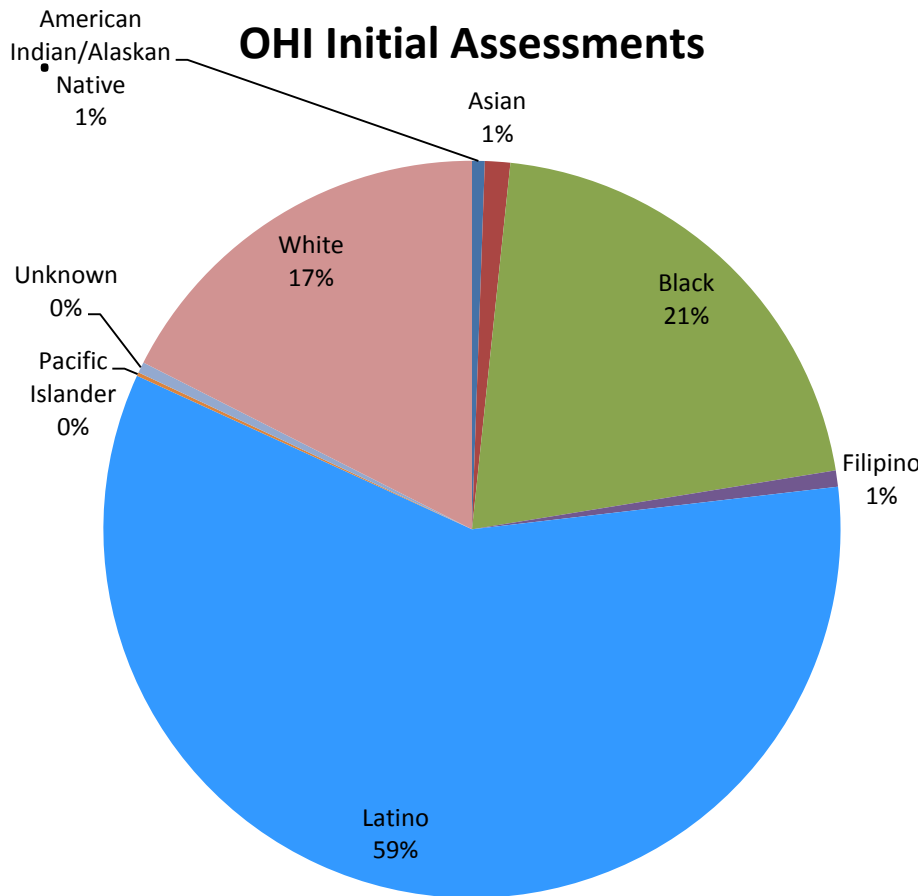# Ethnic Breakdown of All SLD Assessments

lausd enrollment 2014- 2015 per CA dept of ed

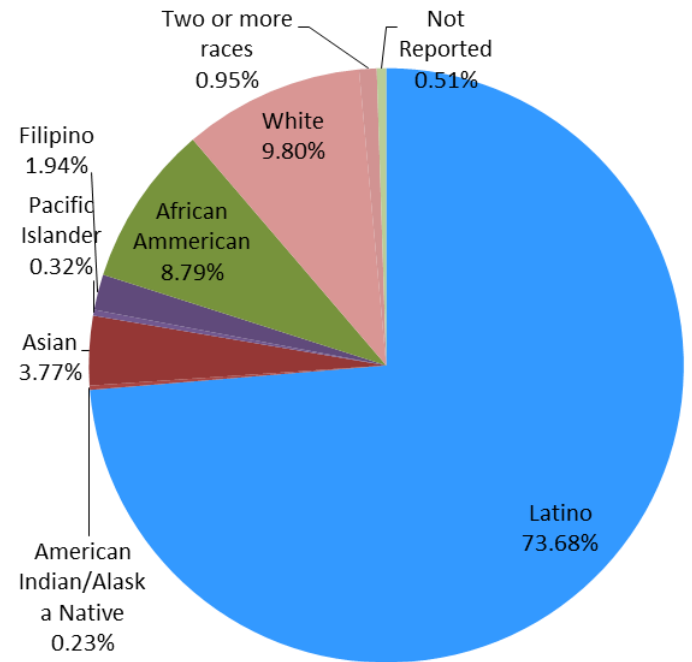# Ethnic Breakdown of all ED Initial Assessments 2014 - 2015
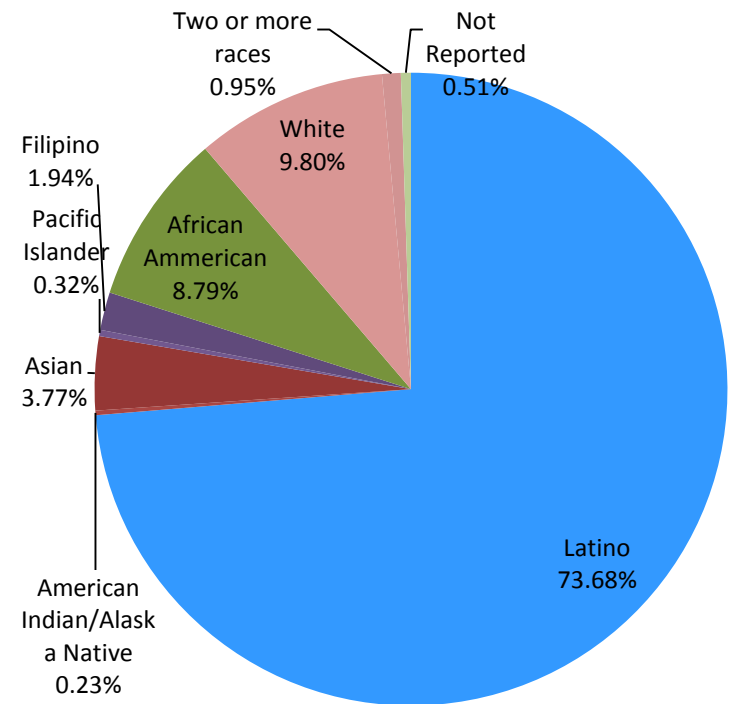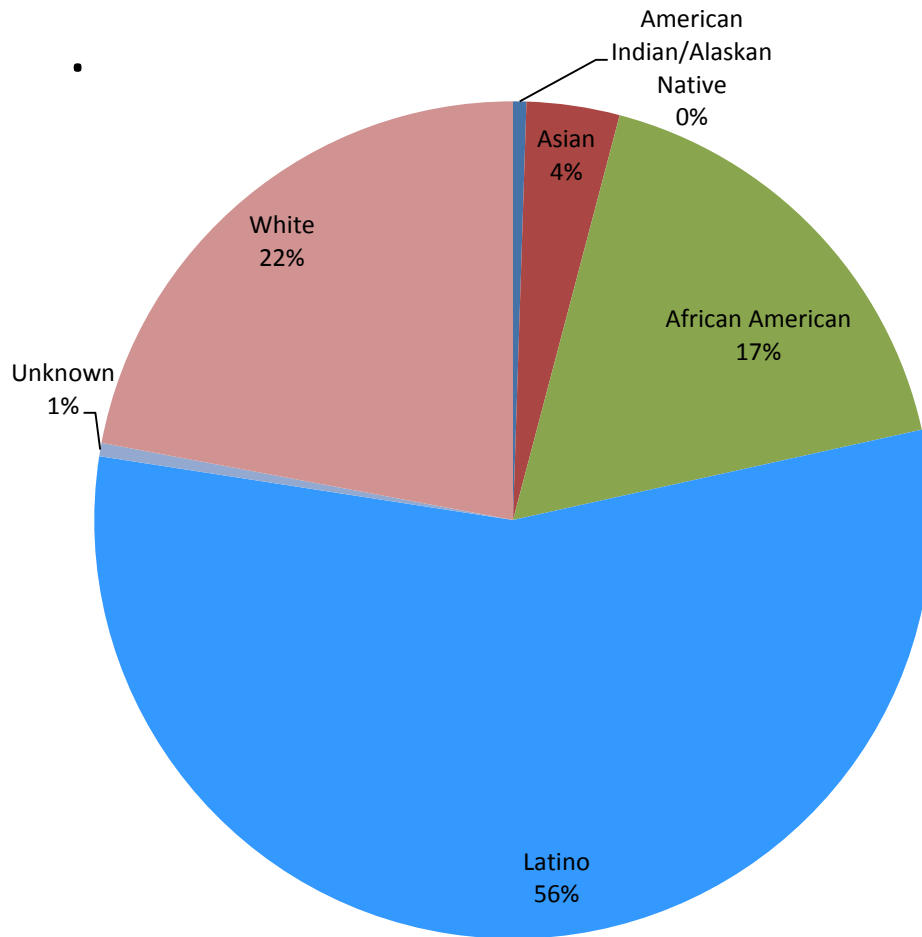
lausd enrollment 2014- 2015 per CA dept of ed

Ethnic Breakdown of all OHI Assessments 2014 - 2015

OHI Initial Assessments

American Indian/Alaskan Native 1%
Asian 1%
White 17%
Black 21%
Unknown 0%
Pacific Islander 0%
Filipino 1%
Latino 59%

Two or more races 0.95%
Not Reported 0.51%
White 9.80%
Filipino 1.94%
Pacific Islander 0.32%
African Ammerican 8.79%
Asian 3.77%
American Indian/Alaska Native 0.23%
Latino 73.68%

lausd enrollment 2014- 2015 per CA dept of ed

AUT Initial Assessments
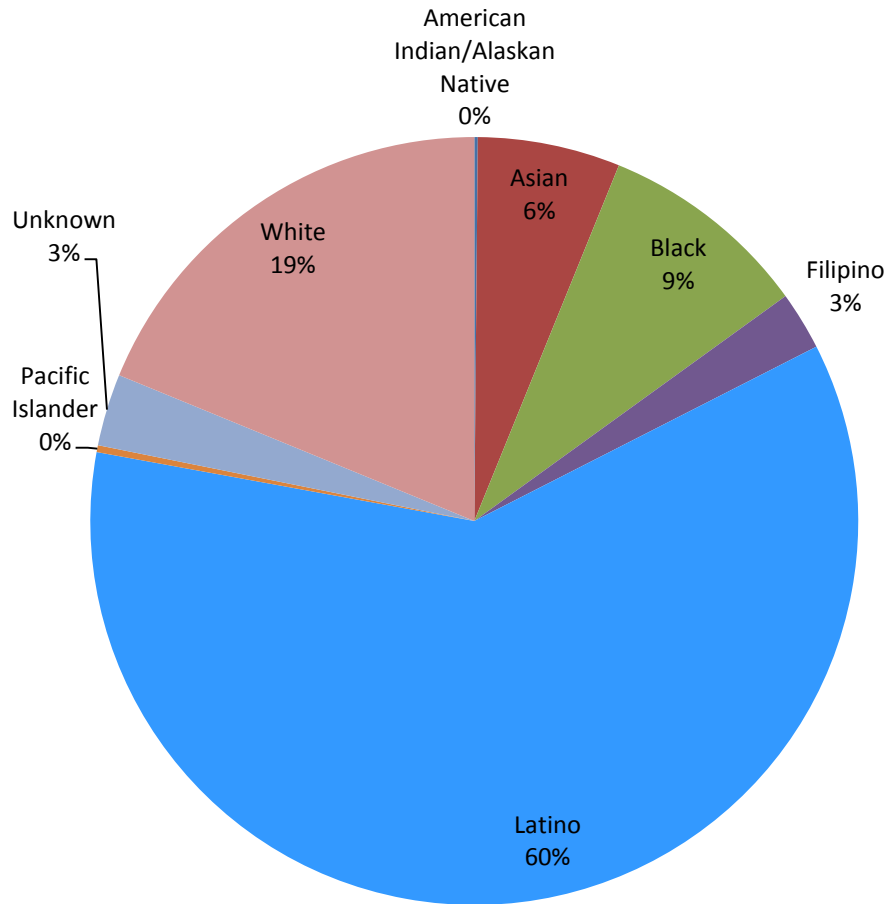
lausd enrollment 2014- 2015 per CA dept of ed

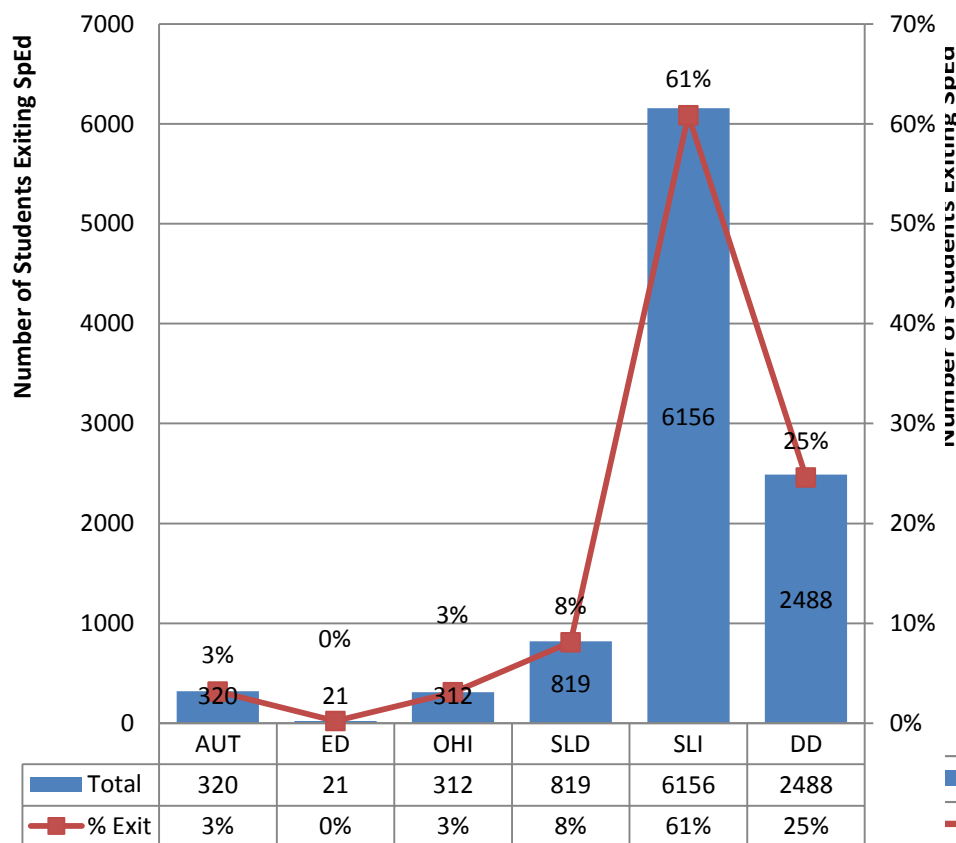# Growing Special Education Enrollment..

What's wrong with a growing special education enrollment?

2013-14 Number of Students Exiting
Special Education

Preschool

2013-14 Exiting Special Education by Eligibility
Total: 10,116

	AUT	ED	OHI	SLD	SLI	DD
Total	320	21	312	819	6156	2488
% Exit	3%	0%	3%	8%	61%	25%

Excluding Preschool

2013-14 Exiting Special Education by Eligibility
for Kindergarten to 12th Grade (Total: 3,319)

	AUT	ED	OHI	SLD	SLI	DD
Total	56	21	266	729	2243	4
% Exit	2%	1%	8%	22%	68%	0%

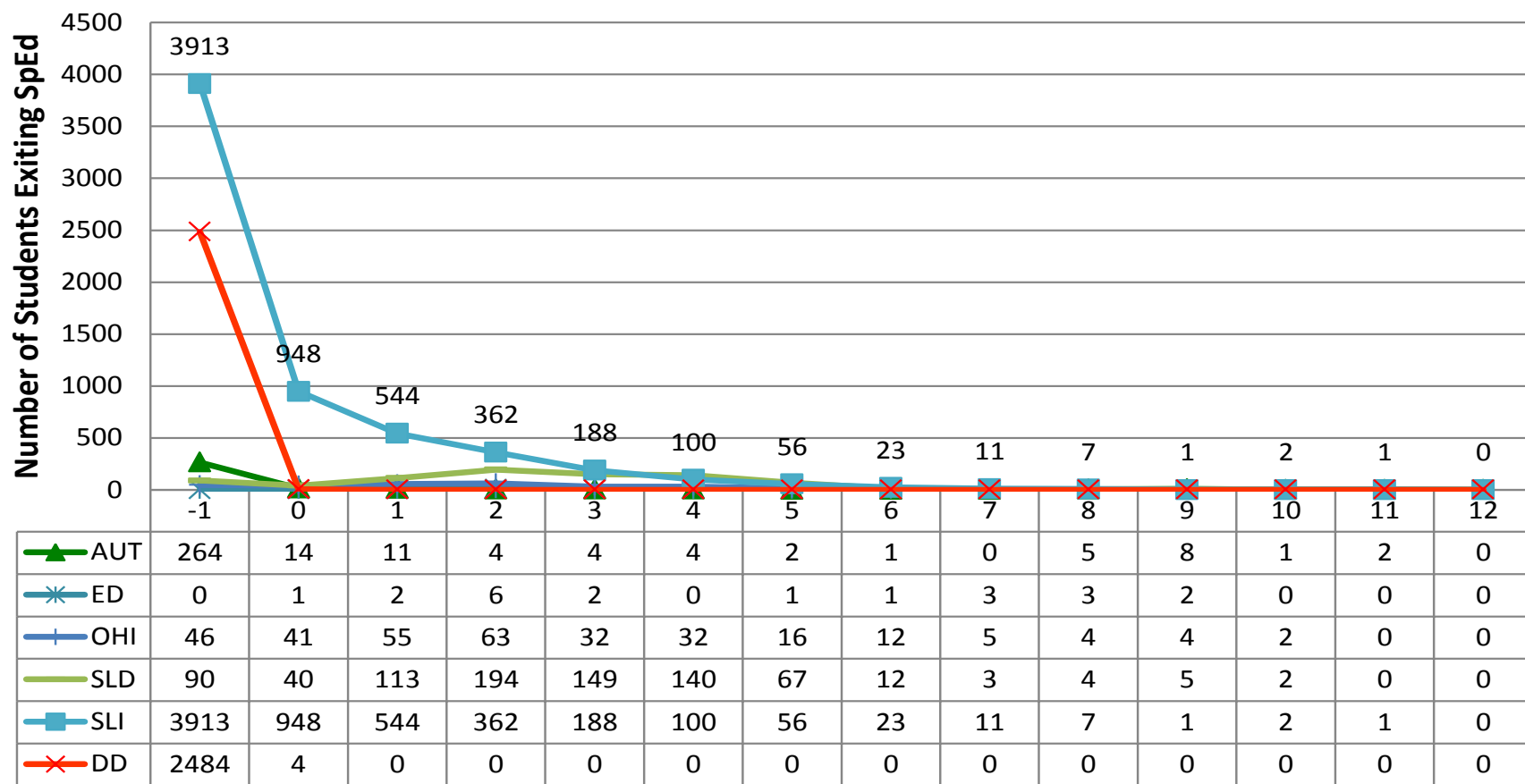# 2013-14 Number of Students Exiting Special Education by Eligibility and Grade (Including Preschool)
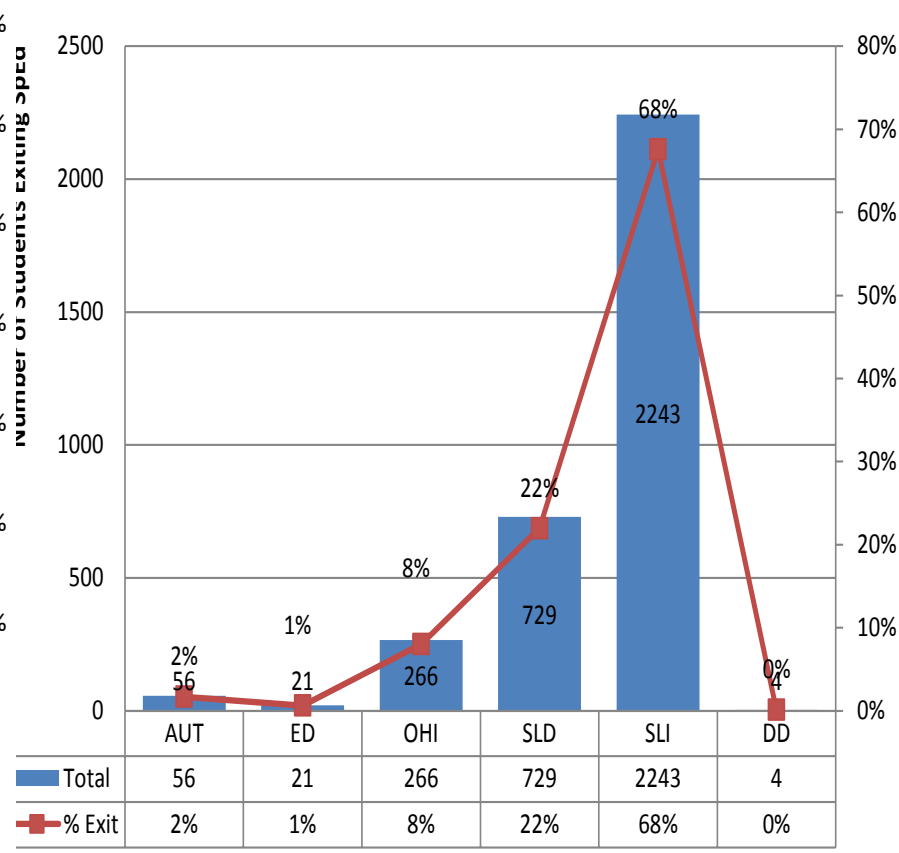
2013-14 Exiting Special Education by grade
Total: 10,116

	-1	0	1	2	3	4	5	6	7	8	9	10	11	12
AUT	264	14	11	4	4	4	2	1	0	5	8	1	2	0
ED	0	1	2	6	2	0	1	1	3	3	2	0	0	0
OHI	46	41	55	63	32	32	16	12	5	4	4	2	0	0
SLD	90	40	113	194	149	140	67	12	3	4	5	2	0	0
SLI	3913	948	544	362	188	100	56	23	11	7	1	2	1	0
DD	2484	4	0	0	0	0	0	0	0	0	0	0	0	0

ANALYSIS OF EXIT DATA

What is the percentage of students that exit from special education , excluding moving away and/or graduating?
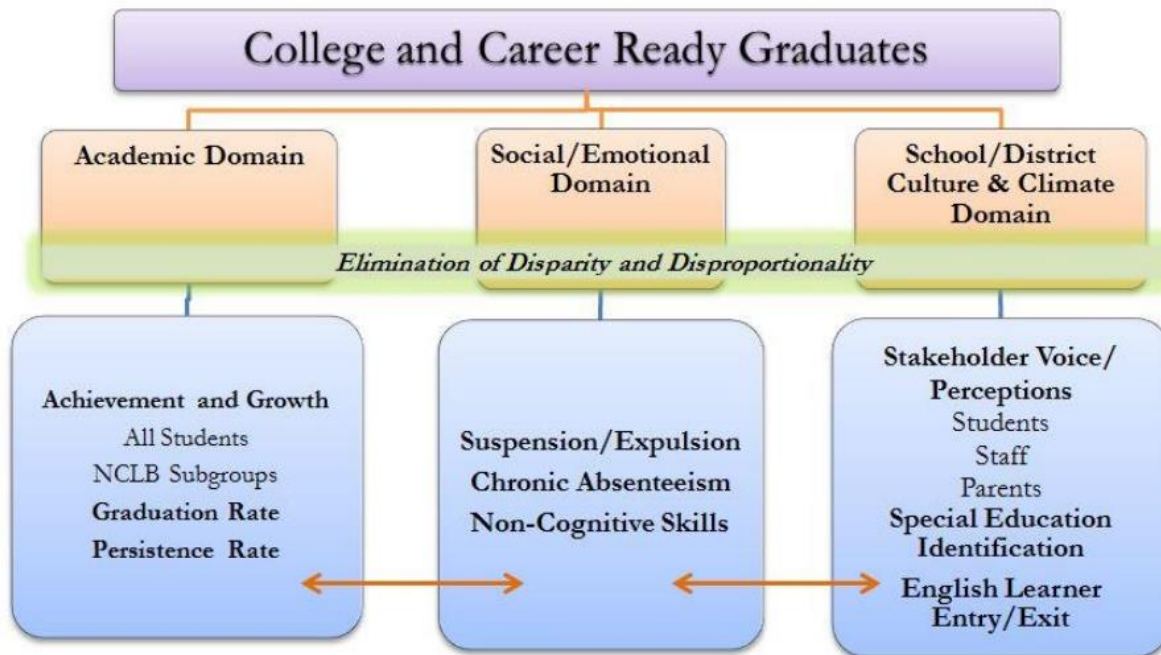
ONLY 1% to 3% of special education students exit

- African American = 1%
- Latino = 2%
- Caucasian = 3%

- At what ages/grades are the greatest rates of exiting seen?

  – Preschool to 5th grade

Movement to Intervention & Prevention

Changes in evaluation systems are pushing a shift in how schools approach students' social emotional needs...

School Quality Improvement Index

College and Career Ready Graduates

| Academic Domain | Social/Emotional Domain | School/District Culture & Climate Domain |

Elimination of Disparity and Disproportionality

Achievement and Growth
All Students
NCLB Subgroups
Graduation Rate
Persistence Rate

Suspension/Expulsion
Chronic Absenteeism
Non-Cognitive Skills

Stakeholder Voice/Perceptions
Students
Staff
Parents
Special Education Identification
English Learner Entry/Exit

School Quality Improvement Index SQII

- In 2011 the US Dept. of Education told states they could apply for a waiver from the No Child Left Behind requirements to use AYP progress (Adequate Yearly Progress Targets) in order to receive federal funding for schools serving low-income schools

- Rather than use APY to evaluate schools – the **School Quality Improvement System** is designed to hold schools accountable for the performance of *all* students across a variety of factors

School Quality Improvement Index
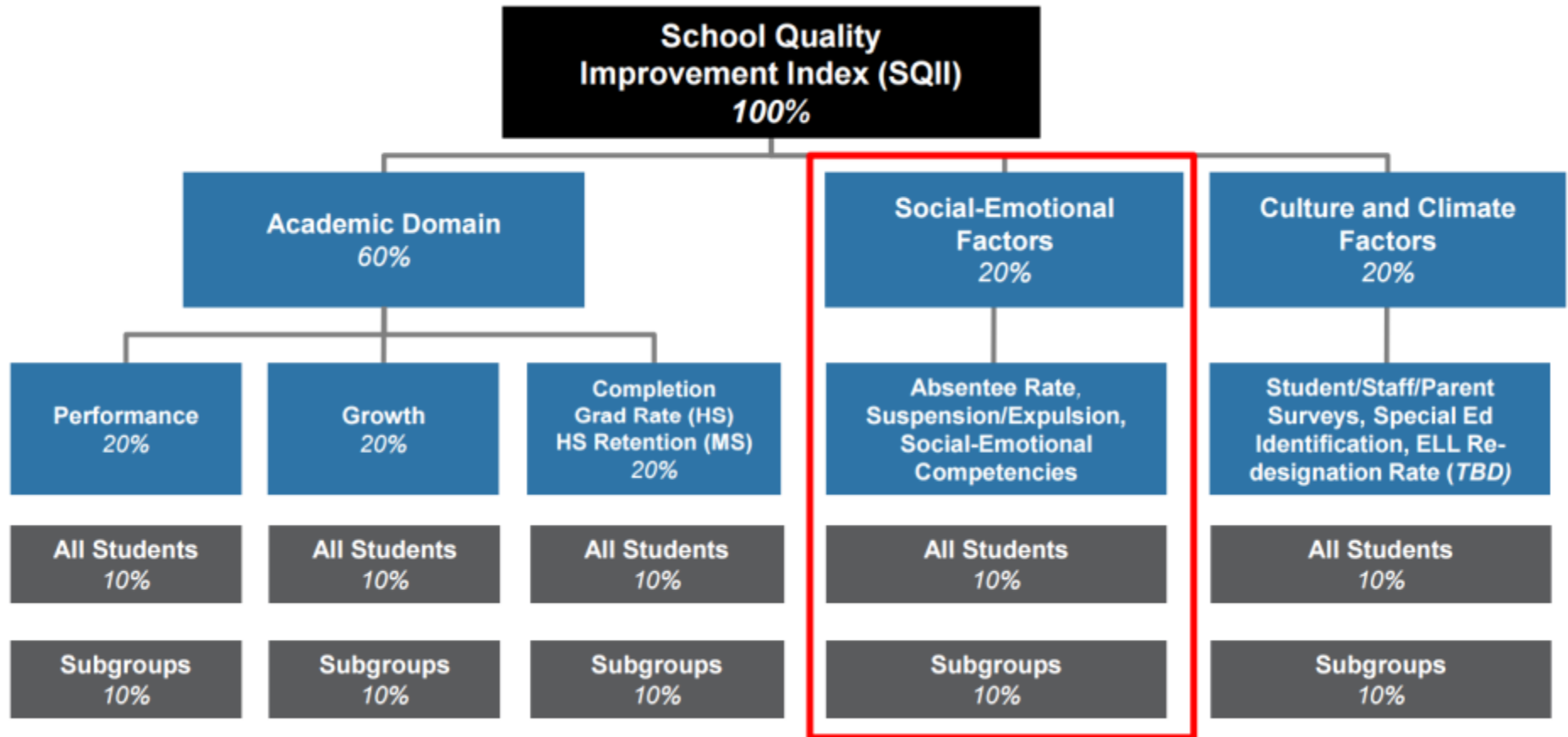
The School Quality Improvement Index

The School Quality Improvement Index will be the new federal school accountability model for Title I schools. It is intended to look at multiple metrics and provide a more-robust view of school quality.

Schools will receive a score comprised of Academic, Social-Emotional and Culture/Climate factors. Each domain has multiple metrics within it

SOCIAL--EMOTIONAL AND CULTURE CLIMATE DOMAIN (40%)
- Chronic Absenteeism
- Suspensions
- Social-Emotional Skills
- Culture and Climate Surveys
- Re-designation (LTEL Prevention) Rate
- Special Education Identification (for information only)

Four Social-Emotional Competencies

CORE districts have collectively decided to prioritize for inclusion in the School Quality Improvement Index

1

Growth Mindset

- The belief that you can grow your talents with effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks.

2

Self-Management

- The ability to manage your emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating yourself, and setting and working toward personal and academic goals.

3

Social Awareness

- The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

4

Self-Efficacy

- The belief you can succeed in achieving an outcome or reaching a goal. Self-efficacy reflects confidence in your own ability to control or manage your motivation, behavior, and environment.

Source: CASEL, Blackwell, Trzesniewski & Dweck (2007), Bandura (1997), American Psychological Association

Core Waiver Schools

Last year a select number of schools received **Second Step kits** –(the new version) to be implemented school wide

DESSA – a social emotional screener that correlates with the competencies identified in Second Step

Many of these schools over the summer also participated in a DESSA rating of the students participating in the Beyond the Bell Extended Learning Program

What is the DESSA Strengths Assessment Second Step Edition?

Devereux Student Strengths Assessment - DESSA
The DESSA is a behavior rating scale that assesses skills related to social-emotional competence, resilience, and academic success of children in kindergarten through 8th grade, between the ages of 4 to 14. The DESSA can be used to:

- Identify social-emotional strengths and needs of elementary
- Produce classroom profiles that guide universal prevention and promotion strategies
- Identify at-risk children who have specific social-emotional needs
- Produce individual student profiles that guide targeted prevention strategies
- For special education students, identify important strengths that can be incorporated into Individual Education Plans (IEPs)

The DESSA can evaluate social-emotional learning outcomes at the child, class, grade, school, and district level
The DESSA Second Step Edition measures skills in the areas of:
-- Skills for Learning
-- Empathy
-- Emotion Management
-- Problem Solving
Social Emotional Composite

Second Step – a program adopted by LAUSD

Second Step

Skills for Learning –

- matches SQ II Growth Mindset
- matches the DESSA Goal Directed Behavior, Personal Responsibility

Problem Solving -

- matches SQ II   Growth Mindset, Self-Efficacy
- matches DESSA Decision Making, Goal Direct Behavior, Relationship Skills

Emotional Management –

- matches SQ II Self-Management
- matches DESSA Self-Awareness and Self-Management

Empathy –

- matches SQ II   Social Awareness
- matches DESSA Social Awareness, Relationships Skills

EAST – DESSA Participants

- Latona EL
- Lillian EL
- Sunrise EL
- Utah EL
- City Terrace
- Teresa Hughes EL
- Harrison EL
- Lane EL
- Ochoa LC
- Orchard Academies (2B/2C)

- Albion EL
- Ann EL
- Elizabeth St Learning Center
- Bridge EL
- Euclid EL
- Florence EL
- Garza PC
- Glen Alta EL
- Holmes EL

North East – DESSA Participants

Columbus EL

Valerio EL

Kester EL

Mountain View EL

Rio Vista EL

Sharp EL

Valerio EL

North West – DESSA Participants

Academy for Enriched Studies

Alta California

Hart St EL

Limerick EL

Mayall EL

Panorama City EL

San Jose EL

Tarzana EL

Valley Alt. Magnet

Vanalden EL

Chatsworth EL

South – DESSA Participants

Flournoy EL

Graham EL

Griffith Joyner EL

Mc Kinley EL

Miramonte EL

Ritter EL

Weigan EL

Meyler EL

Miller EL

Normont EL

68th Street EL

93rd Street EL

107th Street EL

112th Street EL

109th Street EL

Barret EL

Gulf EL

Broad Ave EL

Dominguez EL

West – DESSA Participants

La Salle Ave EL

Manhattan PL EL

Melrose Magnet EL

Stoner EL

Virginia EL

Western EL

Westport Heights EL

Woodcrest EL

Yes Academy Selma EL

Sterry EL

Cowan EL

59th Street EL

Angeles Mesa EL

Broadway EL

Carson-Gore EL

Coliseum EL

Cimarron EL

Hillcrest EL

Midcity Prescott Magnet

Palms EL

Playa Del Rey EL

Central – DESSA Participants

24th Street

32nd Street USC Magnet

Alexandria EL

Arroyo Seco Museum

Science

Bushnell Way

Castelar EL

Delevan Drive EL

Esperanza EL

Gratts LA for YS

Huerta EL

Jones EL

Jones PC

Normandie EL

Union EL

Nevin EL

Mayberry EL

Magnolia EL

North West – DESSA Participants

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Tarzana EL

Valley Alt. Magnet

Vanalden EL

Chatsworth EL

The DESSA is an empirically sound, strength-based assessment

At the universal (Tier I) level –

• Assess all children for social-emotional strengths and areas needing further development in the school environment overall and in specific classrooms

• Assess the outcomes of social-emotional learning and positive behavior interventions and support programs

At the targeted (Tier II) level –

• Identify children at risk who would benefit from targeted interventions in specific areas

• Identify specific social-emotional competencies that need further development

At the indicated (Tier III) level –

• Contribute to collaboration with and/or referral to agencies, school counselors/mental health providers, establish responsiveness to intensive, short term interventions

• Facilitate parent collaboration

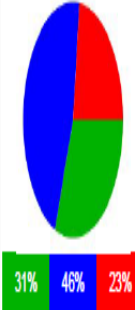# What Data will the DESSA Give You?

DESSA will provide:

Individual **child** and **classroom** profiles

When administered periodically, it can measure progress and program effectiveness

DESSA – school & class ratings

Rating Period		SL	EP	EM	PS	SEC	SEC By Rating Period
1st	Number of Ratings	13	13	13	13	13	
	Average Educator T-Score	53	54	51	52	52	
	Percentile Avg T-Score Equivalent	62	66	54	58	58	
	Students with Strength Ratings	4	4	4	4	4	
	Students with Typical Ratings	6	8	5	7	6	
	Students with Need Ratings	3	1	4	2	3	

31% 46% 23%

Rater Contact	Skills for Learning	Empathy	Emotion Management	Problem Solving	Social-Emotional Composite
Teacher	39	45	41	39	40
Teacher	58	62	61	61	61
Teacher	38	43	40	43	40
Teacher	53	52	52	54	53
Teacher	44	45	39	45	43
Teacher	72	72	66	72	71
Teacher	31	32	28	29	28
Teacher	58	58	59	49	56

DESSA and Progress Monitoring

Periodic Administration of the DESSA can help:

Measure how are students responding
to a program

Determine if the intervention needs
to be changed – in content, frequency, intensity

Identify candidates for smaller
groups

When competency is achieved,
identify other areas

Other Resources for Universal Screening & Interventions

There may be opportunities for more schools to access the DESSA,
however there are also other Universal Screeners which are available free -- and which allow schools to measure school and grade level needs...

One such measure is the Student Risk Screening Scale
http://miblsi.cenmi.org/MiBLSiModel/Evaluation/Measures/StudentRiskScreeningScale.aspx

Description of Measure:

The Student Risk Screening Scale (SRSS) is a universal screening tool used three times a year to identify students with antisocial behavior patterns for the direct purpose of better understanding how to support students to be academically successful in school. This screening tool consists of seven items that teachers use to rate their classroom of students based on behaviors that they have *directly observed* during the school year. The SRSS is not intended as an assessment of static traits or personality. It should be used as one of many data sources to indicate student risk.

- 1. Steal
  2. Lie, cheat, sneak
  3. Behavior problems
  4. Peer rejection
  5. Low academic achievement
  6. Negative attitude
  7. Aggressive behavior.

Student Risk Screening Scale

The SSRS creates a classroom profile as well as a broad indicator of students perceived to be at risk

District: LAUSD					Rating Scale:			
School: XXXX ES					0	Never		
Teacher:YYYYY					1	Occasionally		
Grade:3rd					2	Sometimes		
Date: 10/28/14					3	Frequently		
Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total (0-21)
NAT	0	1	1	0	2	0	0	4
LEA	0	0	0	1	0	0	0	1
PRICIALLA	0	0	0	0	0	0	0	0
MATTHEW	0	0	0	1	0	0	0	1
JAQUELINE	0	0	0	0	0	0	0	0
AMY	0	0	0	0	0	0	0	0
GIOVANNI	1	2	3	0	1	1	1	9
HERMES	1	2	1	1	3	3	1	12
CAMILLE	1	2	1	2	3	1	2	12
SHA	1	2	2	0	3	3	2	13
MARIE	1	2	1	0	0	1	1	6
ELIZABETH	0	0	0	1	1	0	0	2
ALAN	0	0	0	2	1	0	0	3
JOS	1	1	2	1	1	0	1	7
MAYA	0	1	0	1	3	0	0	5
JONATHAN	1	2	3	0	0	0	2	8
ARMONI	0	0	0	1	1	0	0	2
WILLIAM'	1	2	1	0	2	1	2	9
BRIAN	0	1	1	2	3	2	1	10
CHRISTIAN	2	3	3	2	3	3	3	19
CLASS TOTAL	10	21	19	15	27	15	16	

Additional resources to guide schools

<u>Strengths and Difficulties Questionnaire</u> – this is a more lengthy free questionnaire which may be more useful for targeted groups of students

http://www.sdqinfo.com/

School Survey Reports – completed by students, parents & staff provides information about school climate, areas of concern
http://reportcardsurvey.lausd.net/surveys/reports.jsp

Strengths and Difficulties Questionnaire

The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire about 3-16 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists. Each version includes between one and three of the following components:

A) 25 items on psychological attributes.

All versions of the SDQ ask about 25 attributes, some positive and others negative. These 25 items are divided between 5 scales:

1) emotional symptoms (5 items)
2) conduct problems (5 items)
3) hyperactivity/inattention (5 items)
4) peer relationship problems (5 items)

} 1) to 4) added together to generate a total difficulties score (based on 20 items)

DESSA, Screening and Progress Monitoring

Measuring the impact of interventions helps us be more effective

and reinforces that the effort has been worthwhile!