



2016-2017

# Special Education Report

**3149**

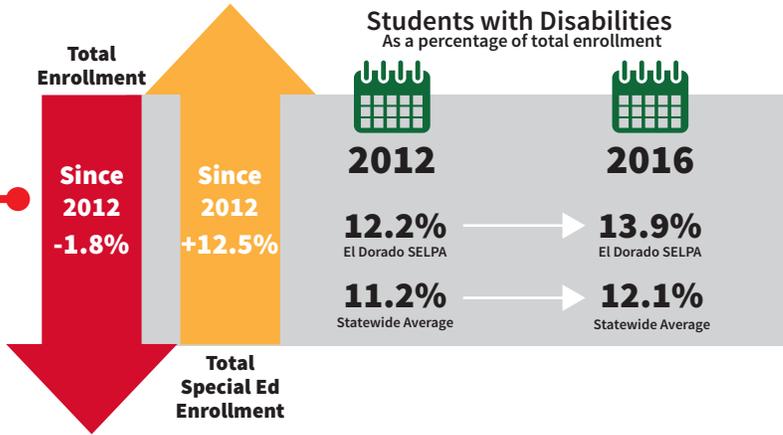
Total number of students reported in the SELPA in 2016

**6512**

Total number of services in 2016

## Enrollment & Identification

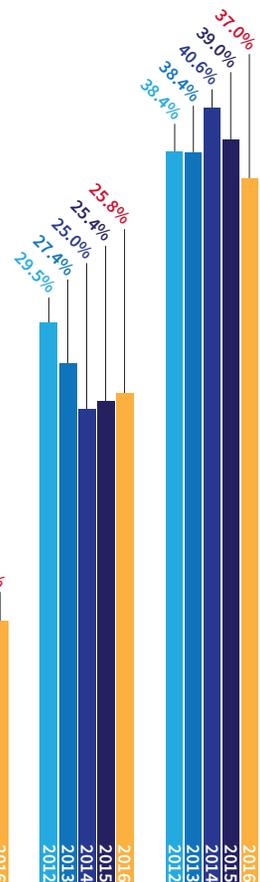
Although total SELPA enrollment is declining (-408 students over five years), special education enrollment continues to rise annually (+351 students over five years), increasing the overall percentage of students with disabilities.



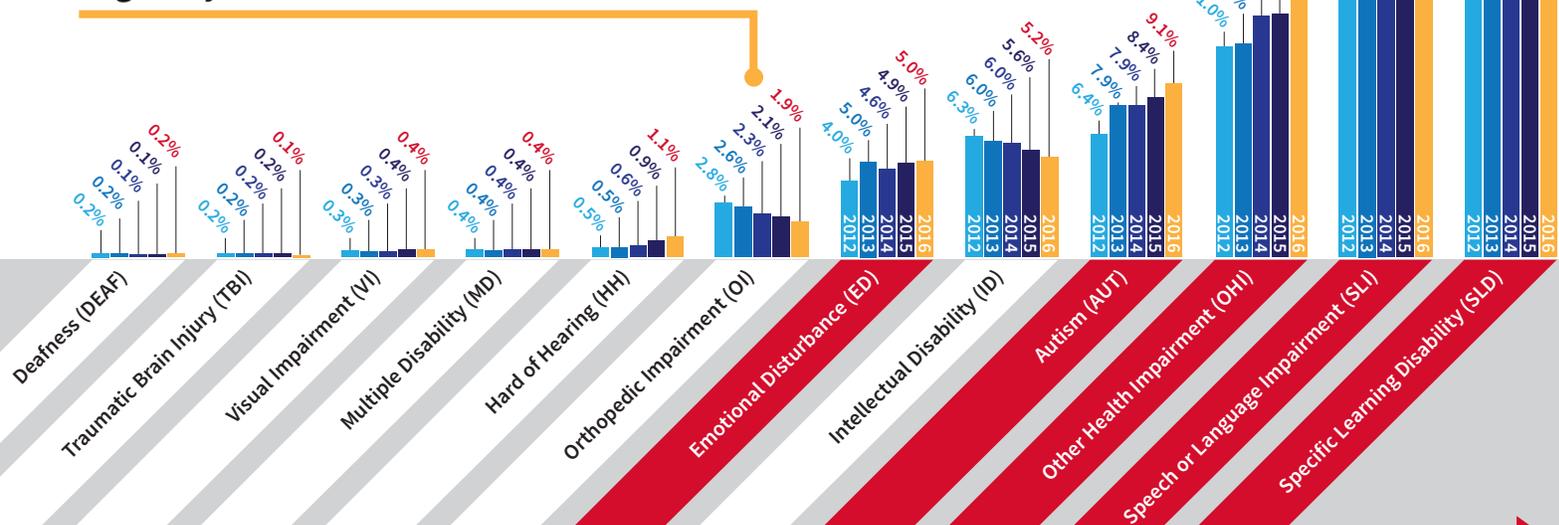
Students with IEPs in the SELPA receive, on average, two services. In 2016 Specialized Academic Instruction (SAI) continues to be the most common service provided to students with disabilities, comprising 74% of IEP services in the SELPA.

## Overview

The number of students qualifying under the primary eligibility categories of Intellectual Disabilities (ID) and Orthopedic Impairment (OI) continues to trend downward across the SELPA with a 5-year decrease of 7.4% for ID and a 25.3% decrease for OI. Conversely, students qualifying under the primary eligibility categories of Specific Learning Disabilities (SLD), Emotional Disturbance (ED), Other Health Impaired (OHI), and Autism (AUT) have shown increases of 8.6%, 41%, 42.8% and 58.9% respectively.



## Eligibility Distributions



Areas of Focus

## Trends in Identification

The five eligibility categories listed below comprise roughly 90% of the total population of students with disabilities in the EDCOE SELPA.

### 5.0% of SpEd Enrollment

#### Emotional Disturbance (ED):

In December 2016, 158 (5%) of the students with IEPs in the SELPA qualified as ED. This percentage has increased 41.1% since 2012 and 7.5% over the last year. Districts may consider examining their behavioral/social emotional Response to Intervention (RtI) practices to ensure appropriate targeted supports are in place. Additionally, ensuring district staff are well-versed in the identification and delivery of evidence-based trauma and suicide prevention techniques has proven to have a positive impact on student outcomes.



### 13.9% of SpEd Enrollment

#### Other Health Impairment (OHI):

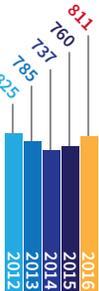
The number of students qualifying as OHI has increased 15% over the last year and 42.8% since 2012, surpassing the statewide average of 12%. Districts may want to consider additional systems of support in the areas of behavior, instruction, school climate, and classroom management. Additionally, professional development opportunities focusing on general education supports and processes, such as Universal Design for Learning (UDL), may be warranted.



### 25.8% of SpEd Enrollment

#### Speech or Language Impairment (SLI):

Although the number of students in the SELPA qualifying as SLI has decreased over the past five years, a general upward trend in this eligibility area since 2014 may require closer monitoring. This upward trend includes a 7.9% increase in the number of speech services provided to qualifying students over the last year. Districts may choose to evaluate the pre-referral structures and processes in place such as RtI and Student Study Teams (SST). Furthermore, districts may want to examine communication pathways between special education case managers, general education teachers, and parents to ensure that individualized interventions are generalized across all environments.



### 9.1% of SpEd Enrollment

#### Autism (AUT):

The number of students with Autism continues to grow, increasing 58.9% since 2012. In the last year, an additional 36 students have qualified under the disability category of Autism, representing an increase of 14.4%. The training and coaching of staff regarding specific evidence-based practices, such as visual schedules, social narratives, reinforcements, and technology-aided instruction and intervention will broaden district capacity to provide educational and behavioral supports in the least restrictive environment. Ideally, districts may choose to examine programs involving students with Autism to ensure they maximize opportunities for students with disabilities to interact and access typically-developing peers.



### 37.0% of SpEd Enrollment

#### Specific Learning Disability (SLD):

Students qualifying as SLD represent 37% of the total number of students with disabilities in the SELPA, making SLD the largest of the 13 eligibility categories. This percentage is commensurate with the statewide average of 38.9%. Districts may want to continue to focus on processes and strategies that ensure students' needs are met in the general education setting to the maximum extent possible. This goal may be accomplished by pursuing professional learning opportunities focusing on building a Multi-Tiered System of Support (MTSS) and implementing a UDL framework. It is important to note that the California Department of Education has recently released Dyslexia Guidelines, which ensure staff are knowledgeable in dyslexia identification, versed in designing evidence-based classroom instruction/ accommodations, and skilled at developing appropriate IEP goals and objectives.



Data pulled from: December CASEMIS reports, SELPA Business Office Data, or CDE Dataquest

## NPS Placements

# 22%

Increase since 2012/2013

EDCOE Non-Public Day School placements have increased by 18.3% since the 2012-2013 school year. A Multi-Tiered System of Supports (MTSS)

framework is crucial for ensuring appropriate and timely attention to the range of mental health and behavioral issues experienced by students. This framework allows schools to identify and support students who demonstrate potential difficulties before their social, emotional, or behavioral challenges substantiate a more restrictive school placement. It is also important for districts to continue to actively monitor progress for students placed in an NPS to ensure Free Appropriate Public Education (FAPE) is provided and students are transitioned to a less restrictive environment when appropriate.

Note: While SELPA NPS placements have increased by 22%, it is important to note that this increase is partially due to a corresponding increase in overall SELPA special education enrollment.