Special Education Trends
Decreasing the Need for Services

January 20, 2011
Charlotte-Mecklenburg Schools
Exceptional Children Department
Jane Rhyne

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CMS Facts

- Student Population
- Demographics

CMS Facts
Students with Disabilities
Headcount Trends

December 1 Headcount Numbers

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>13,000</td>
</tr>
<tr>
<td>2005</td>
<td>13,200</td>
</tr>
<tr>
<td>2006</td>
<td>13,400</td>
</tr>
<tr>
<td>2007</td>
<td>13,600</td>
</tr>
<tr>
<td>2008</td>
<td>13,800</td>
</tr>
<tr>
<td>2009</td>
<td>14,000</td>
</tr>
<tr>
<td>2010</td>
<td>14,200</td>
</tr>
</tbody>
</table>

Specific Learning Disabled

December 1 Headcount Learning Disabled Numbers

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>4,900</td>
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<tr>
<td>2005</td>
<td>5,100</td>
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<tr>
<td>2006</td>
<td>5,300</td>
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<tr>
<td>2007</td>
<td>5,500</td>
</tr>
<tr>
<td>2008</td>
<td>5,700</td>
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<tr>
<td>2009</td>
<td>5,900</td>
</tr>
<tr>
<td>2010</td>
<td>6,100</td>
</tr>
</tbody>
</table>
Intellectually Disabled-Mild

December 1 Headcount Intellectually Disabled Mild Numbers

School Year

Number of students

2004 2005 2006 2007 2008 2009 2010

900 1000 1100 1200 1300 1400 1500 1600 1700

Serious Emotionally Disabled

December 1 Headcount Serious Emotionally Disabled Numbers

School Year

Number of students

2004 2005 2006 2007 2008 2009 2010

500 600 700 800 900 1000 1100
Speech-Language Impaired

How Did This Happen?

General Education Initiatives/Strategies
Response to Instruction (RTI)

- Planning
- Pilot
- Literacy
- Math
- Behavior
- Accountability

Intensive Reading Program

- Basic Reading Program Supplemented
- DIBELS
- Progress Monitoring Required
- Students with Disabilities Included
• Strong Leaders and Teachers

• 20 Struggling Schools

• Results

Strategic Staffing

EC Headcount

• Elementary - 64% Decrease

• Secondary - 66% Decrease

Strategic Staffing
Positive Behavior Intervention and Support 2004-2009

- District LEA Improvement Plan
- Interdisciplinary Coaching Teams
- Results

LEA Improvement Team Model
Intervention Team Model

- Multi Disciplinary
- Educational Support

Intervention Team Model Benefits

- Early Identification
- Family Involvement
- Student Challenges
- Resource Utilization
- SED Disparity
- Elementary Schools
- Direct Services and Consultation Support
- Increased Staff Capacity in the Area of Behavior

Comprehensive Early Intervening Services (CEIS)

Comprehensive Early Intervening Services Direct Support
CEIS-Elementary SED Reduction by Grade

How Did This Happen?
Special Education Initiatives/Strategies
• Educational Assessment
• Administration and Scoring Proficiency

Educational Verification Project

• SED Definition and Characteristics
• Review of Process & Eligibility
• Professional Development

SED Review
• Program Audit
• Educational Impact

Speech/Language Impaired Review

• Team Membership
• Considerations
• Least Restrictive Environment
• Benefits
• Results

Co-Teaching
Questions?

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