

TARGETED STRATEGY PLAN—MCD OUTCOME 10

INTRODUCTION

The following strategy will be used to support the achievement of Outcome 10:

1. Target selected schools for assistance and accountability measures for IEP timeline oversight.

This primary strategy has been developed from (a) an analysis of IEP timeline completion data, and (b) a review of the impact of particular action steps from the prior year's annual plan.

PERFORMANCE

District performance for Outcome 10 was markedly improved in 2005-2006 over 2004-2005.¹ Evaluations completed and IEPs held within legal timelines improved from 66% to 86%, 4% short of the target. Evaluations completed and IEPs held within 15 days beyond legal timelines improved from 82% to 93%, 2% short of the target. And evaluations completed and IEPs held within 30 days beyond legal timelines improved from 90% to 96%, 2% short of the target. In order to comply with changes in the federal law, calculations for determining achievement of the outcome included an additional 10 days from October 7, 2006 through June 30, 2006. It is likely that this positively contributed to the growth in 2005-2006 over the prior year.

2005-2006 ANNUAL PLAN

The following activities identified as action steps in the 2005-2006 Annual Plan contributed to increased achievement of timely completion of evaluations in comparison to 2004-2005. It is difficult to identify the individual impact of each action step, but members of the Central and Local District MCD Review Teams have determined through a review and analysis of the data that these action steps have had a positive impact individually or in combination when they have been fully implemented at the appropriate central, local district or school level.

Establishment of Local District and School Accountability

Emphasis on Local District Superintendent, local district director, and principal accountability for achieving the MCD outcomes by the end of this year, including a monthly review of the Outcome 10 data on school progress reports, had a significant impact on increasing timely completion of evaluations in the District.² As with all MCD outcomes most influenced by school staff, questions posed at principals' meetings, directors' meetings, and organizational meetings of elementary, middle school, and senior high school assistant principals changed to a focus on seeking information that would support their efforts to establish better systems for completing evaluations and IEPs within legal timelines. In addition to the regular progress reports, Support Unit Administrators, Psychological Services Coordinators, and Psychologist Specialists were trained and enabled to access IEP timeline completion data from the Welligent reports so they were able to view up-to-the minute data for targeted schools to assist in monitoring progress.³

During the last year, local district staff were also provided school "snapshot" reports that, based on selected outcomes most influenced by schools, categorized schools as *benchmark* (meeting the 2004-05 benchmark), *strategic* (progressing toward the benchmark), and *intensive* (far below the benchmark).

¹ *Report on the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree during the 2005-2006 School Year—Part II, Outcome 10, Timely Completion of Evaluations*, Office of the Independent Monitor, August 22, 2006.

² *Schools for All Children: Modified Consent Decree 2005-2006 Annual Plan, 10.C.1. and 10.C.4.*

³ *Schools for All Children: Modified Consent Decree 2005-2006 Annual Plan, 10.C.1. and 10.C.10.*

Achievement of Outcome 10 was included in the report. *Benchmark* schools were identified for local district staff as potential models for *strategic* and *intensive* schools to observe as models for achieving the outcome.⁴ In particular, specific senior high schools, middle schools, and elementary schools identified as *intensive* were targeted to provide additional support in establishing and sustaining systems for IEP timeline management using the Welligent system and identifying specific roles for selected school staff. These supports were provided by Local District, Support Unit, and central office staff.

Welligent Data Issues

One issue that emerged toward the end of the year was that the 2005-2006 Welligent data had dates entered into Welligent for a number of assessments and IEPs completed *prior to* the date of the signed assessment plan in Welligent. Additionally, the same data had dates entered into Welligent for a number of assessments and IEPs *on* the date of the signed assessment plan in Welligent that were not pre-school assessments. Changes have been made to the Welligent system to edit the date of the signed assessment plan entry and to prevent the IEP meeting date from being scheduled by the system until the signed assessment plan date has been entered, except for preschool.

Action Steps Related to Completing Assessments

Procedures for schools to request additional assessment personnel when appropriate personnel were not available to conduct assessments within IEP timelines⁵ were put into place during the last year in the form of a reference guide.⁶ Additionally, the Welligent system allowed IEP managers to document when IEPs were delayed because of parent request or the child was unavailable for testing. These procedures assisted the District in increased achievement of the outcome.

Select Committee on the Modified Chanda Smith Consent Decree

Three Board of Education Select Committees on the Modified Chanda Smith Consent Decree were held during 2005-2006: October 27, 2005, January 26, 2006, and May 25, 2006.⁷ At these meetings Board members were presented information regarding actions taken to correct local districts failing, or at risk of failing to achieve Outcome 10, as well as other outcome areas of the MCD. For selected schools principals and their local district directors or superintendents also presented their schools' best practices for maintaining IEP timeline compliance for the Board.

WELLIGENT USER GROUP

A group of knowledgeable Welligent system users was formed to provide feedback to improve the system for users for Welligent management personnel. One activity completed this past year was the development and completion of a document describing how to set up and maintain school systems using Welligent for IEP timeline compliance. Two schools were provided as examples with detailed descriptions of each element of the process. The document was published on the Welligent system and used in APEIS and designated secondary AP training and used by Support Unit staff for school visits.

⁴ *Schools for All Children: Modified Consent Decree 2005-2006 Annual Plan, 10.C.5.*

⁵ *Schools for All Children: Modified Consent Decree 2005-2006 Annual Plan, 10.C.7.*

⁶ See Appendix F, REF-2371.0, *Procedures for Requesting Additional Special Education Assessment Support*, Donnalyn Jaque-Antón, Associate Superintendent, Division of Special Education, February 13, 2006.

⁷ *Schools for All Children: Modified Consent Decree 2005-2006 Annual Plan, 10.C.11.*

CONCLUSION

The District showed marked improvement in 2005-2006 toward achieving Outcome 10. Changes in calculations of the outcome for 60, 75, and 90 days potentially contributed to improvement, as well as a school focus on the data for this outcome through the MCD progress reports and the “snapshot” data. Data, based on changes in the Welligent system for schools to document that parents requested an extension of the IEP timelines by rescheduling the meeting, included in the calculations also helped. Additional Welligent changes for 2006-2007 will also eliminate data issues of assessments and IEPs completed on or prior to dates of signed assessment plans.

The District submits this primary strategy—targeting selected schools for assistance and accountability measures for IEP timeline oversight—as the key strategy that will significantly impact LAUSD’s opportunity to achieve the targets identified for Outcome 10 within the year. The District’s proposed targeted strategy plan for Outcome 10 follows.

TARGETED STRATEGY PLAN
Key Strategies to Achieve MCD Outcomes
2006-2007

Outcome #10: Timely Completion of Evaluations—By the end of the 2006-2007 school year:

- a. 90% of all initial evaluations shall be completed within 60 days.
- b. 95% of all initial evaluations shall be completed within 75 days.
- c. 98% of all initial evaluations shall be completed within 90 days.

An initial evaluation is any evaluation other than a District initiated three-year reevaluation. Completion means that the evaluation has been completed and an IEP meeting convened. If the evaluation or IEP meeting is delayed because of parent request or the child is unavailable for testing, the completion period shall be extended by the period of such parental request or unavailability. Beginning with the 2003-2004 school year, initial evaluations not completed within 90 days shall be referred promptly to Independent Monitor for review and appropriate action.

10-1	<p>STRATEGY: <i>Target selected schools for assistance and accountability measures for IEP timeline oversight</i></p> <p>RESOURCE ALLOCATON: No additional cost</p>
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10-1.1 *Identify by Welligent 2005-2006 end-of-year Outcome 10 data those schools that are below 90% in completing evaluations and convening IEPs within 60 days and target them for increased achievement by the end of the year.*

Accountable Personnel:

Administrator, Student Information Systems Branch, Planning, Assessment and Research

- Develop and publish local district data reports of schools failing to achieve 90% or higher in completing evaluations and convening IEPs within 60 days.

Associate Superintendent, Division of Special Education

- Communicate with targeted school principals the requirement for completing IEPs within 60 days.
- Quarterly provide to the Independent Monitor a list of schools not making progress toward the outcome.

Support Unit Administrators, Division of Special Education

- Monitor data for targeted schools to determine if improvements have occurred and for follow-up with assistant principals and/or Bridge Coordinators if they have not.
- Continue to provide additional support to targeted schools as necessary to establish a sustainable system that supports compliant IEP procedures and timelines.
- Involve Local District Directors when schools have been provided sufficient supports and assistance and continue to fail in meeting their responsibilities for achieving compliant IEP timelines.

Local District Superintendents and Directors

- Administer progressive discipline of principals of those targeted schools where there continues to be an inability or a resistance to improving in the achievement of compliant IEP timelines subsequent to sufficient support and assistance being provided by special education support staff.

Principals

- Monitor and supervise responsible staff for the establishment of sustainable systems that support the achievement of compliant IEP timelines.

Initiation Timeline: September 2006

Progress Monitoring: 2 month intervals

Intervals	Indicators
September 2006	Targeted schools identified (below 90% for 60 days) by Outcome 10 Welligent data report.
January 2007	Quarterly report to the Independent Monitor of school below target 90% for 60 days.
April 2007	Quarterly report to the Independent Monitor of school below target 90% for 60 days.
June 2007	Quarterly report to the Independent Monitor of school below target 90% for 60 days.
November 2006-May 2007	Outcome 10 data for targeted schools. Support and assistance provided. Log of school administrators contacted.

Appendix F: Outcome 10



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

TITLE:	Procedures for Requesting Additional Special Education Assessment Support	ROUTING All Locations Local District Superintendents Local District Directors Support Unit Administrators Psychological Services, Coordinators School Site Administrators Assistant Principals
NUMBER:	REF-2371.0	
ISSUER:	Donnalyn Jaque-Antón, Associate Superintendent Division of Special Education	
DATE:	February 13, 2006	
PURPOSE:	The purpose of this Reference Guide is to provide procedures for school site administrators to follow when requesting additional support for the timely completion of special education assessments.	
MAJOR CHANGES:	None	
BACKGROUND:	The 2005-06 Modified Consent Decree Annual Plan requires that the Division of Special Education provide Local Districts and schools with procedures for requesting additional assessment personnel when appropriate personnel are not available at the school site to meet Individualized Education Program (IEP) timelines	
INSTRUCTIONS:	<p>Before a request for additional assistance is made, the principal must ensure that:</p> <ul style="list-style-type: none"> • Students have had documented opportunities to access targeted intervention services and that the appropriate accommodations are provided prior to referral for special education assessment; • All academically or behaviorally at-risk students have gone through the Student Success Team (SST) or similar process; • All referrals are documented and tracked using the Welligent IEP system; • All assessment plans are recorded and tracked using the Welligent IEP system; • All assessors receive timely notification of pending assessments using the Welligent IEP system; • All assessors are making efficient use of their work day to assure the timely completion of assessments; • Special Education funded services are focused on the timely completion of assessments and the delivery of related services (e.g., counseling, speech, A.P.E.); and 	



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

- INSTRUCTIONS:**
- Program 2817 funds and/or categorical funds are used to fund additional assessment services during non-work periods such as school holidays, after school hours and other non-assigned periods.

After the resources described above have been exhausted, the following actions should be taken:

- Contact the Psychological Services Coordinator or the Related Services Specialist serving schools in your Local District (See Attachment A);
- Provide the Coordinator or Specialist with a list of students whose assessments are overdue or in jeopardy of becoming overdue including the original due date.

The Coordinator or Specialist will determine the most effective way to bring the school into assessment compliance. Possible options are:

- Temporarily assign Support Unit staff to complete specific assessments;
- Arrange for assessments to be completed during non-assigned time such as after school hours, Saturdays or school holidays;
- Increase the number of assigned days for itinerant staff presently assigned to the school; and/or
- Hire substitute staff to supplement the services provided to the school.

RELATED RESOURCES 2005-06 Modified Consent Decree Annual Plan

ATTACHMENTS Attachment A: Psychological Services/Related Services Directory

ASSISTANCE For assistance or further information, please contact Rene Gonzalez, Director, Psychological Services at (213) 241-8303 / rene.gonzalez@lausd.net or Marcee Seegan, Director, Related Services at (213) 241-3325 / marcee.seegan@lausd.net.

DIVISION OF SPECIAL EDUCATION
DIRECTORY of CONTACTS FOR ADDITIONAL SUPPORT FOR ASSESSMENT

Psychological Services

Support Unit- North	Ellen DeRidder, Coordinator	(818) 256-2933
Support Unit-Central/West	John Pero, Coordinator	(323) 421-2897
Support Unit-East	Lynette Gonzales, Coordinator	(323) 932-2223
Support Unit-South	Patricia Morales, Coordinator (LD8)	(310) 354-3464
	Bonnie Shannon, Coordinating Specialist (LD6)	(323) 278-3900

Speech and Language (213) 241-3333

Support Unit-North	Shellie Bader, Specialist
	Elaine Shackelford, Specialist
Support Unit-Central/West	Kathy Boyle, Specialist
Support Unit-East	Larry Cox, Specialist
Support Unit-South	Jay Leichner, Specialist

Occupational and Physical Therapy (213) 241-8054

Support Unit-North	Pablo Pauig, Senior
	Barry Spiegel, Senior
	Sharla Bohman, Senior
Support Unit-Central/West	Lindsay Astor, Senior
	Ernestine Wesley, Senior
Support Unit-East	Lindsay Astor, Senior
	Paul Debler, Senior
Support Unit-South	Tallie Dennis, Senior

Adapted Physical Education (213) 241-8052

Support Unit-North	Jay Fischer, Specialist
Support Unit-Central/West	Joan Plyman, Specialist (LD 7)
	Diane Larrabee, Specialist (LD 3)
Support Unit-East	Joan Plyman, Specialist
Support Unit-South	Diane Larrabee, Specialist

Assistive Technology (231) 241-8055

Carol Casperson, Specialist

Visually Handicapped (323) 464-5052

Shirley Kirk, Specialist

Deaf and Hard of Hearing (213) 241-8225

Marilyn Geffeny, Coordinator

Audiology (213) 241-8258

Roe Saxman, Senior Audiologist