

TARGETED STRATEGY PLAN—MCD OUTCOME 18

INTRODUCTION

The following strategies will be used to target the barriers to achievement of Outcome 18:

REVISED Strategy 18-1: Continue to provide professional development on the requirements for comprehensive evaluation, including clarification of District policy regarding the requirements, for students considered for the eligibility of ED.

REVISED Strategy 18-1.1: *Continue training of APEISs, designated secondary administrators, and bridge coordinators in use of the criteria checklist for conducting comprehensive evaluations of students considered for the eligibility of ED.*

COMPLETED Strategy 18-1.2: *Target the schools with the highest number of African American students for additional assistance and training support for the implementation of the criteria checklist for conducting comprehensive evaluations of students considered for the eligibility of ED.*

REVISED Strategy 18-2: Establish a new list of targeted schools based on evident weaknesses related to the evaluation components including pre-referral and referral intervention requirements, documentation of student interventions, and parent attendance at the IEP meeting—including alternative forms of attendance (e.g., teleconference)—using professional development of school psychologists, administrators, bridge coordinators and MCD Review Teams as the primary intervention.

REVISED Strategy 18-3: Provide supports to targeted schools for expanding their capacity to serve African American students identified as emotionally disturbed in their home schools and in general education classrooms.

REVISED Strategy 18-3.1: Provide supports appropriate to targeted school needs for serving African American students identified as ED in their home schools and in general education classrooms.

ADDED Strategy 18-4: Maintain a systematic case review (also known as “peer” review) committee process for all cases of students suspected of having a disability of emotional disturbance.

ADDED Strategy 18-4.1: Continue as systematic case review committee process as initiated in 2006-2007 for all cases of students suspected having a disability of emotional disturbance.

These primary strategies have been determined based on an analysis of data collected by the Division of Special Education, Psychological Services Department, on students identified as Emotionally Disturbed in the LAUSD during 2006-2007, compared with data from the office of the Independent Monitor resulting from the third and fourth year study on the disproportionate identification of African American students as emotionally disturbed. Other factors that were considered are (a) recommendations by an advisory group of experts, consultants, and community partners relative to the outcome, and (b), a review of the impact of particular action steps from the prior annual plan or plans.

PERFORMANCE

Outcome 18 requires that 90% of African-American students identified as emotionally disturbed (ED) will meet all of the requirements of a comprehensive evaluation as defined by the Independent Monitor. The Office of the Independent Monitor determined through its 2006-2007 study that the District achieved

50.5% as the percentage of African-American students identified as ED with all required elements of a comprehensive evaluation. This was approximately twice what the District had achieved in 2005-2006. The Independent Monitor noted in his end-of-the-year report¹ two areas that are impeding the District in achieving this outcome: pre-referral interventions and parent attendance at the IEP meeting.

Over the 2006-07 school year, the cases of students identified as ED were examined by District staff to determine the presence of required components of the comprehensive evaluation. There was a careful attempt to examine all students identified as ED within the 2006-07, beginning July 1, 2006 through June 15, 2007. In this report, the operational definition of the terms “2006-2007 School Year,” and “2006-2007 Summary” refer to the July 1, 2006-June 15, 2007 timeframe.

Method of Case Examination

Monitoring Device. The *Comprehensive Evaluation Process*² is composed of four sections that are summarized below:

1. Review of Pre-Referral and Referral Intervention for students initially referred
 - a. Documentation of pre-referral intervention meeting
 - b. Documentation of a follow-up meeting (at least 3 months after the first meeting)
 - c. Parent participation at the pre-referral intervention meeting
 - d. Other considerations: attendance history; recent changes in home environment, primary language, etc.
 - e. Reported behavioral concerns for at least one semester to one year prior to referral
 - f. Counseling, not related to an Individualized Education Plan (IEP), behavior support plan, participation in school-wide discipline program
 - g. Assessment plan indicating behavioral concerns

For students already receiving special education services

- a. Behavior support plan examination
 - b. Academic modifications and accommodations
 - c. Considerations for counseling services and/or referrals to school-wide discipline programs
 - d. Assessment plan indicating behavioral concerns
2. Assessment components
 - a. Health assessment
 - b. Formal academic and consideration of curriculum based assessments
 - c. Cognitive assessment identifying student’s strengths and weaknesses
 - d. Multi-disciplinary and multi-setting social-emotional evaluation

¹ *Report on the Progress and Effectiveness of the Los Angeles Unified School District’s Implementation of the Modified Consent Decree 2006-2007, Part I*, Office of the Independent Monitor, September 28, 2007.

² See Appendix, *Comprehensive Evaluation Process, Outcome 18: Disproportionality*, Office of the Independent Monitor.

- e. Comprehensive behavioral evaluation
3. Determination of ED disability
 - a. ED eligibility statement per IDEA regulations
 - b. Consideration of exclusionary factors
 - c. Justification of additional disabilities (other than ED)
 4. IEP Team Recommendations and/or Considerations
 - a. Consideration of a Behavior plan
 - b. Placement in the least restrictive environment
 - c. Designated Instructional Services (DIS) counseling considered
 - d. Counseling goals if appropriate
 - e. Parent participation—including alternative forms of attendance (e.g., teleconference)—at the IEP meeting that determines eligibility and placement

Each aspect of the *Process* has implications for a student meeting criteria for the ED disability, and for the type of services received.

Utilization of Monitoring Device (Comprehensive Evaluation Process). The Case Review (Peer Review) process that was initiated in 2006-2007 utilized the Monitoring Device when reviewing cases of students suspected of ED. The Case Review is facilitated and supervised by Psychological Services Specialists and includes other school psychologists who meet to discuss cases that are suspected of ED and other severe disabilities.

To achieve Outcome 18, the District must ensure that comprehensive evaluations are completed for students suspected of ED. The purpose of the Case Review process is to monitor individual cases for compliance with federal and State law and with the Comprehensive Evaluation Process approved by the Independent Monitor. Case reviews are to be conducted before the IEP team meeting. If there are additional assessments or steps necessary for a comprehensive evaluation, the school site is notified so that the appropriate follow-up action can take place.

The Case Review process is designed to assist schools in taking the necessary steps and gathering the necessary information to make decisions regarding students suspected of ED. It does not change who has the authority to determine ED eligibility. Nor does it change who develops the individualized programs. These responsibilities rest with the IEP teams.

The results from July 1, 2006 through January 15, 2007 include only African American students, because this population was the focus of Outcome 18. Further, the January 15 date may include 10-15 days beyond. The time period, January 15—June 15 compares African Americans, Latino, and All Ethnicities. The results are a compilation of data records that include students initially identified as ED and students already receiving special education services whose disability was changed to ED, and students who are ED who received a comprehensive evaluation.

Limitations. These data represent a determination of whether or not the required evaluation component was present in the students' psycho-educational case files, in order to determine trends that may necessitate professional development and mentoring if the evaluation

components were absent. Therefore, the data are subjective within the limitations of how the monitoring device (or rubric) was utilized. As the 2006-07 school year progressed the presence of case components may have been critiqued more narrowly or comprehensively as more information on the rubric became available. The total number of students identified as ED constitutes the ED students from July 1, 2006 through June 15, 2007. Although not complete, this aspect of the data is important in illustrating trends or patterns. In this report, when possible, the data are compared with the 2005-2006 study³ conducted by the Office of the Independent Monitor (OIM), and the recently published study⁴ conducted during 2006-2007. Comparisons between data sources can assist in following trends on a monthly basis, thereby targeting interventions based on issues evidenced in the data.

Number of ED Identifications

Over the course of the 2006-07 school year beginning in July 2006 and ending in June 2007 there was a decrease in the number of all students initially identified as ED and a significant decrease in identifications of African American students. (See Table 1.)

Table 1

Ethnicities	SPED July 06 January 07	SPED January 06 June 07
African Americans	107	122
Latino	x	199
All Ethnicities		531

Presence of Comprehensive Evaluation Components for all Students

These data differ significantly in percentages when compared with the OIM 2006-07 study. Yet the trends found in both reports are comparable. Using the OIM study as a comparison tool is helpful in determining trends that require more professional development and mentoring in (a) documentation, and (b) implementation and documentation. Further comments on these findings are provided.

Overall, the number and percent of students meeting the criteria of the comprehensive evaluation showed steady progress toward meeting Outcome 18, and significant improvement over results of the 2005-2006 study conducted by the Office of the Independent Monitor. Figure 1 provides an overview of the year, disaggregated by race. Data on African American students were obtained from July 2006 through June 2007. Data collection on all other ethnicities began in January 2007 through June 2007. The cases of African American students identified as ED with

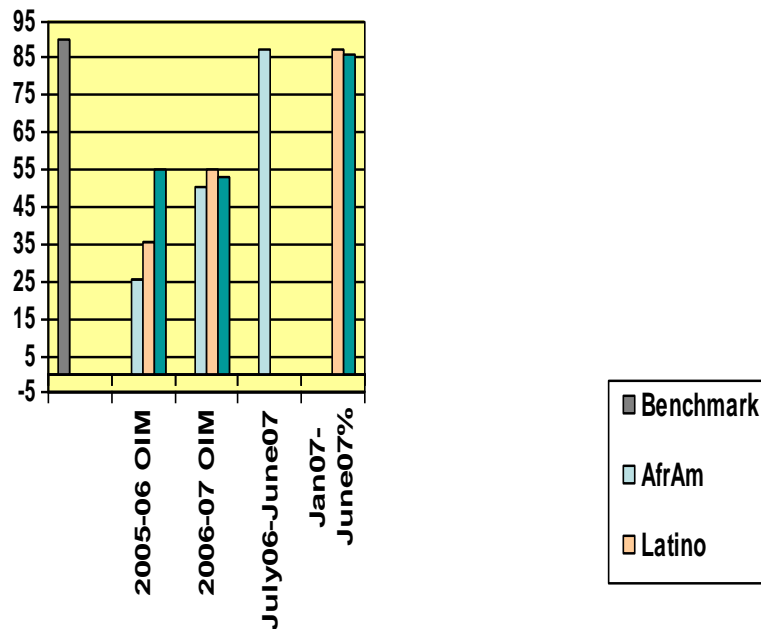
³ *Study on the Disproportionate Identification of African-American Students as ED in LAUSD—Year Three*, Office of the Independent Monitor, September 12, 2007.

⁴ *Study on the Disproportionate Identification of African-American Students as ED in LAUSD – Year Four*, Office of the Independent Monitor, September 12, 2007.

the required comprehensive evaluation components significantly increased when compared with the 2005-06, and 2006-07 OIM studies.

2006-07 Summary

Percent With Comprehensive Evaluation Components



		2005-06 OIM	2006-07 OIM	July06-June07	Jan07-June07%
■ Benchmark	90				
□ AfrAm		25.3	50.5	87.5	
■ Latino		35.5	55.3	x	87
■ **All Ethnicities		55	52.9	x	86

Figure 1

*includes other ethnicities identified as ED

Figure 2 disaggregates the total ED identifications by support center and NPS by ethnicity.

2006-2007 Summary

Total ED Identified: Support Units & NPS

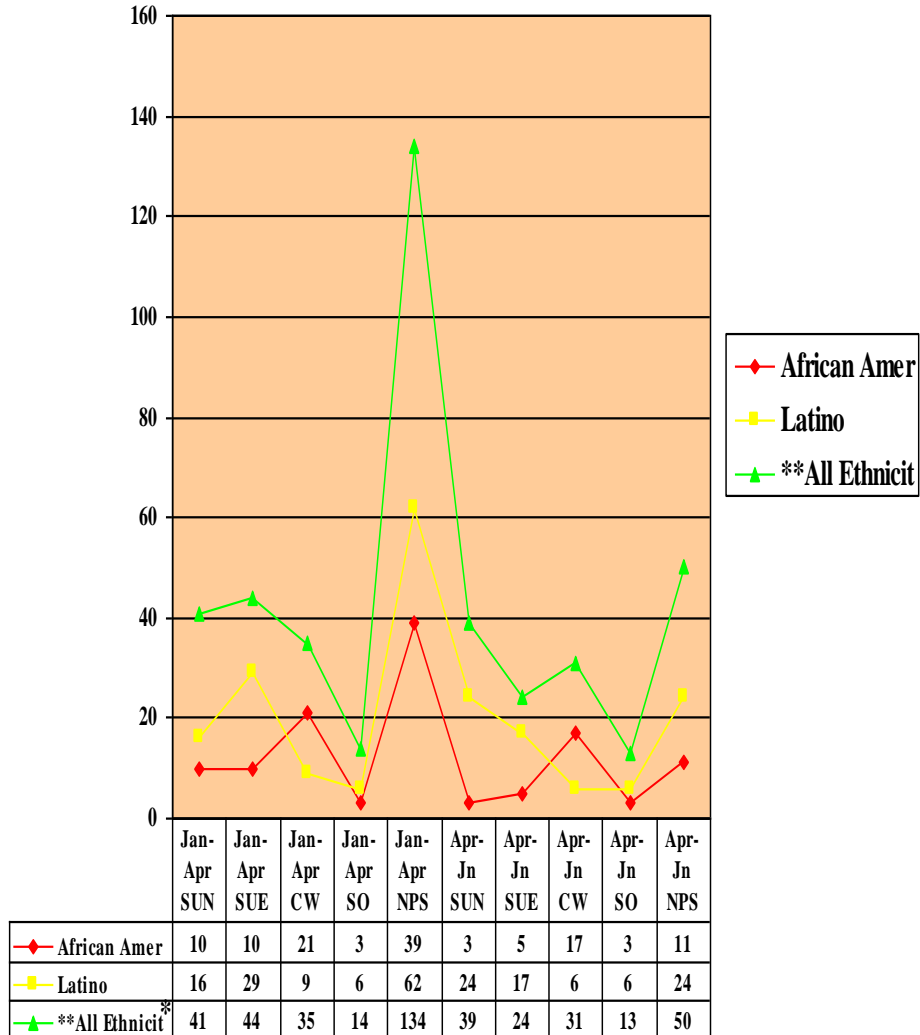


Figure 2

*includes other ethnicities identified as ED

The frequency of compliance of required criteria achieved in each support unit and NPS disaggregated by ethnicity from January-June 2007 is illustrated in Figure 3.

2006-2007 Summary Percent with Comprehensive Evaluation Components: Support Units & NPS

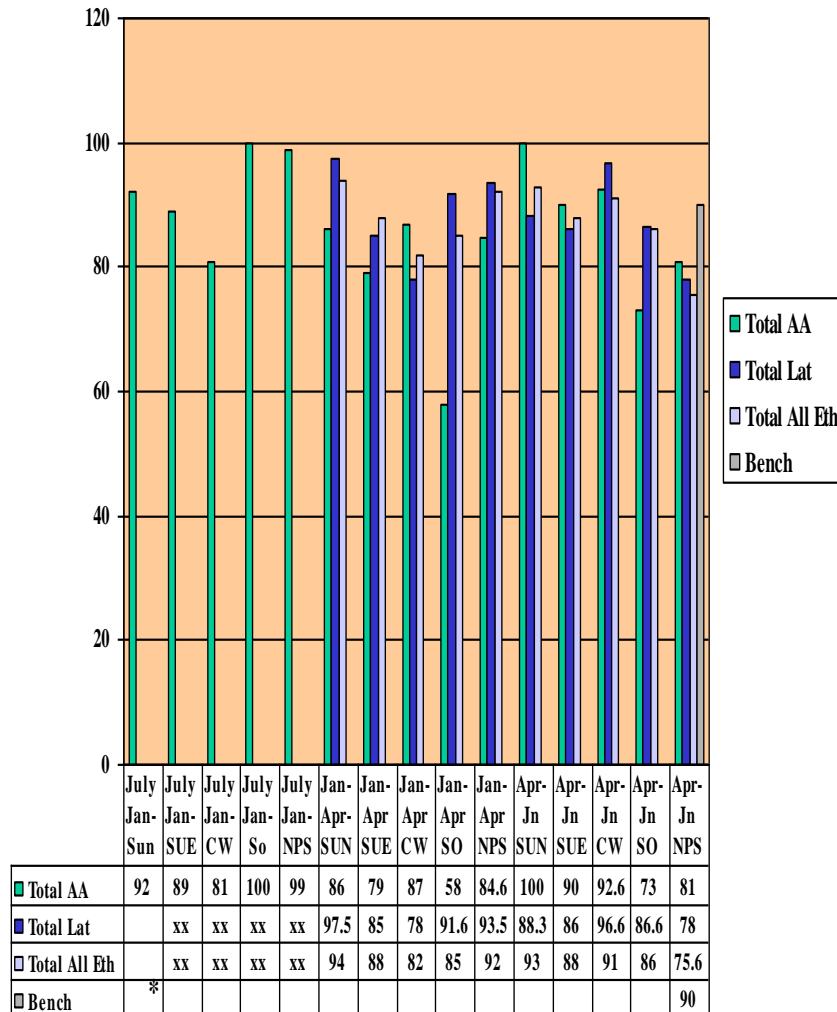


Figure 3

*includes other ethnicities
identified as ED

Summary of Compliance of the Required Components

Overall, in January – June 2007, among all ethnicities, there appeared to be high rates of occurrences of the required component within each of the major areas as summarized in Figure 4 (pre-referral interventions for students initially referred, interventions for students receiving special education services, assessment, determination of disability, and IEP team recommendations).

See the appendix for more specific data on each element of the 5 major areas (January 2007—June 2007) as shown in Figures 5-9.

Since African American students were the focus of Outcome 18, some data gathering was devoted specifically to this population. Figures 10-14 in the appendix show the completion of required components by Support Unit and Non Public Schools in the five major areas, July 2006—January 2007. Completion of required components data were also gathered on this group during the second half of the year and are shown in Figures 15-19. While there are some differences in the actual numbers for each of the elements between the two time periods, the trend patterns remained relatively the same. In some cases when the element evidenced less than 90%, it was caused by a very small number of noncompliance—sometimes as little as one—within an overall small total number.

Summary of Findings

As mentioned earlier, the percentages in the special education data gathering and the study conducted by the Office of the Independent Monitor (OIM) are different, with OIM results lower. However, data trends appear to be similar.

Pre-referral and Referral Interventions – Initials. This is a compliance area of weakness found in both analyses. Specific problem areas are found in (1) the pre-referral meeting and follow up meeting; (2) parent participation in the pre-referral intervention process; and (3) consideration of behavioral or academic concerns for more than one semester or year prior to making the referral.

Pre-referral and Referral Interventions/Already Receiving Special Education Services. Difficulties in this compliance section include (1) consideration of counseling; and (2) an assessment plan that indicates behavioral concerns. District data also found that behavior support plan consideration was an area of weakness,

The required components section of (a) assessment and (b) determination of ED Eligibility have shown much improvement since the 2005-06 OIM study. The required components of IEP Team Recommendations indicate parent participation/attendance at the IEP team meeting to be a weak compliance area. Data results are further influenced by the smaller numbers of students being considered for an eligibility of ED.

Explanations for the differences in the data sets of LAUSD and the OIM would include that:

- The source of LAUSD data came primarily from psycho-educational case file data and interviews with staff at school sites.
- There were notions that parent participation could be also met by teleconference mode, which were dispelled by the time we reached the last quarter. The Independent Monitor's report (September 28, 2007) revised this element to include alternative forms of parent participation such as teleconferencing as acceptable.

- There were interpretations that the LAUSD assessment plan covered the required component of “Assessment plan indicating behavioral concerns...if the Social-Emotional Assessment was checked.”

Areas for the District to address through targeted professional development in 2007-2008 include:

- Parent attendance—physical, as well as alternative forms of attendance (e.g., teleconference)—defined as the parent’s attendance at the IEP meeting.
- Other indications of behavioral concerns as a reason for the assessment must be written in addition to the Assessment Plan indicator.
- CUM folder and IEP data must be carefully documented in the process for reviewing and documenting comprehensive evaluation elements relative to the criteria.

Analysis of LAUSD data placed a focus on targeted intervention, mentoring, and monitoring that will assist Support Units and schools in (1) understanding the intent and scope of intervening early with students that evidence behavioral or emotional difficulty; (2) documenting the interventions in a consistent manner on school records; (3) using a targeted approach, following the guidelines of the Student Intervention Record Form (BUL-2075); (4) contacting the parent or guardian early in the process to elicit information and include them in the intervention process; and (5) including community resources to connect with parents to increase attendance at IEP meetings.

IMPLEMENTATION OF TARGETED STRATEGY PLAN, 2006-2007

Accountability and Supervision for Comprehensive Evaluation

Centrally assigned Psychological Services administrators conducted monthly monitoring activities in each of the four Support Units’ Psychological Services departments to monitor the implementation of the required elements in comprehensive assessment reports. Support Unit supervisors of school psychologists targeted school psychologists for additional assistance and reported progress to central staff. Monitoring visits included a review of cases for the documentation of the critical elements for comprehensive evaluation based on an evaluation process established in each Support Unit. Psychological Services Coordinators and Specialists provided training on comprehensive evaluations, technical support, and a peer review process to increase the capacity of school psychologists to conduct comprehensive evaluations in accordance with District policy. Two primary policy bulletins were used as policy to inform school staff of the requirements of a comprehensive evaluation for all students suspected of emotional disturbance and the documentation of required actions in the implementation of interventions for students suspected of emotional disturbance. Performance evaluations for field staff included the application of District policy for comprehensive evaluation criteria for students suspected of emotional disturbance.

Professional Development

Professional development for local district and nonpublic school services staff on the components of a comprehensive evaluation for students suspected of ED was accomplished through regularly scheduled sessions with special education support unit staff, local district staff,

psychological services staff, and nonpublic school services psychologists. The 2006-2007 professional development focused on the following critical elements:

- a. the general education responsibility in constructing learning environments that address the needs of high-risk learners;
- b. general education's role in the decision to make appropriate referrals;
- c. systematic and uniform referral procedures;
- d. documentation of the pre-referral intervention process, including the use of Student Success Teams (SST);
- e. IEP eligibility decisions in accordance with federal and state law;
- f. IEP documentation that considers exclusionary factors; and
- g. the use of the comprehensive evaluation criteria rubric when the IEP team may consider the eligibility of emotional disturbance.

A dedicated training of teams from targeted schools was conducted on the process of necessary when considering that students suspected of emotional disturbance may need a referral. The training consisted of an expert from a local university (who meets with District administrators overseeing achievement of this outcome on a regular basis) providing an overview of disproportionality, specific training in the SST process, and an in-depth look at the required components of the comprehensive evaluation process.

In 2006-2007, the Division continued to utilize personnel to assist in developing and conducting SST training. Training was conducted District wide, with targeted school teams provided follow-up mentoring on the SST process. Schools with successful practices and effective structures for appropriately addressing referrals provided input and constituted facilitation at these trainings and support to schools. Training was also provided in the academies for assistant principals and support unit staff.

Multi-Disciplinary Advisory Group and Use of Experts

A multi-disciplinary advisory body composed of community, university, and Division of Special Education personnel met regularly to address current events related to disproportionality and discuss information that supported efforts to decrease overrepresentation. The advisory group provided the impetus for LAUSD to enter into a partnership with community organizations and universities resulting in the awarding of an AmeriCorps grant to serve at-risk LAUSD students to (a) increase student achievement in reading and math; (b) increase student attendance; and (c) increase parent participation at school. These factors were identified by the advisory group as critical toward achieving a goal of decreasing disproportionality.

The District continued to consult with local university partners to influence a decreasing overrepresentation. A brief characterization of the expertise provided to the District follows consultants' names in the list below:

Robert Rueda

Cultural competence and quality assessments

Victoria Graf

Inclusive school environments and special education practices

that decrease overrepresentation

Barbara Wheeler

Disproportionality and community involvement

RESEARCH

The intent of Outcome 18 is to decrease inappropriate referrals and identification of special education students labeled as emotionally disturbed and to institutionalize a system that results in proportionate representation in special education. According to an analysis of research, this is a multi-level process of early interventions, good instruction, sound behavioral practices, and professional development programs. The same analysis states that students who show early signs of struggling should receive supplemental, intensive instruction appropriate to their needs. One co-authored article provides guidelines related to policies and practices for referring, evaluating, identifying, placing, and serving students which serve to reduce overrepresentation of students from culturally and linguistically diverse backgrounds. This comprehensive set of guidelines underscores that access to quality pre-referral services and revised assessment practices contribute to a reduction in disproportionate identification in special education. This research supports the District's use of the comprehensive assessment, including opportunities for students to receive intensive interventions prior to referral for special education, as a good strategy for changing the District culture and reducing overrepresentation of African American students as emotionally disturbed.

CONCLUSION

A review of the Independent Monitor's report on Outcome 18 based on a study on the use of the criteria for comprehensive evaluation for students identified as emotionally disturbed makes clear that the District has made progress toward the achievement of this outcome during 2006-07. This progress appears to be most probably due to school staff becoming knowledgeable of the requirements to be met in determining an eligibility of emotional disturbance following training during the first part of the school year, implementation of an ED certification page in the Welligent IEP, and Psychological Services supervisors monitoring cases in preparation for consideration of ED eligibility by IEP teams. These efforts have contributed to a decrease in the overall number of students, and specifically African American students, identified as ED.

The data from the Independent Monitor's report indicates that continuation of professional development on the requirements for comprehensive evaluation for students considered for the eligibility of ED remains a necessary strategy that would contribute to the achievement of Outcome 18. Clarification of specific requirements and procedures needs to be a part of this continued training effort. Additional assistance and support should be provided to targeted schools that are struggling with the implementation of the requirements to increase their capacity for institutionalizing District policy and procedures regarding the determination of ED eligibility by IEP teams.

Professional development and implementation of effective pre-referral and referral intervention procedures for students with behavioral and academic issues needs to continue during 2007-

2008. Appropriate interventions, particularly behavioral interventions, identified by intervention teams such as the Student Success Team (SST), and regularly reviewed for results and modifications, will lead to more students not being identified as emotionally disturbed initially and fewer students with eligibilities changed to ED. A review of the data regarding the number of students with an first-time eligibility of ED in 2006-2007 will identify those schools that will need a particular focus on establishing effective pre-referral and referral intervention procedures and practices.

Least restrictive environment options continue to remain fewer proportionately for students with the eligibility of ED than for students with the eligibility of specific learning disability (SLD). This has led to high percentages of students with an ED eligibility being placed in ED special day programs in District schools other than their home school or being placed in nonpublic schools. Schools identifying the disproportionate numbers of students as emotionally disturbed, particularly African American students, need to have the capacity to serve the students in their home school and, to the maximum extent appropriate, in the general education classroom. The targeted strategy plan for Outcome 5 will contribute to positive results in this area. However, additional training and supports will need to be provided to targeted schools to increase options in less restrictive environments who meet the ED eligibility criteria. A strategy for increasing the capacity of these schools to serve African American students in their home school and in the general education classroom will contribute to increasing achievement of Outcome 18.

The District submits these primary strategies—continuation of professional development for school administrators and bridge coordinators on the requirements for comprehensive evaluation, including clarification of District policy regarding the requirements, for students considered for the eligibility of ED, continuation of professional development on pre-referral and referral intervention requirements, including documentation procedures, for students being considered for an eligibility of ED to psychologists, administrators, bridge coordinators, and other relevant school personnel, and expansion of the capacity of target schools to serve African American students identified as emotionally disturbed in their home schools and in general education classrooms—as key strategies that will significantly increase LAUSD’s opportunity for achieving Outcome 18 and decreasing the overrepresentation of African American students identified as emotionally disturbed.

TARGETED STRATEGY PLAN
Key Strategies to Achieve MCD Outcomes
2007-2008

Approved by the Independent Monitor November 13, 2006

Amended November 12, 2007

Approved by the Independent Monitor December 13, 2007

Outcome #18: Disproportionality—90% of African American students identified as emotionally disturbed during an initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by Independent Monitor.

18-1	<p>REVISED Continue to provide professional development on the requirements for comprehensive evaluation, including clarification of District policy regarding the requirements, for students considered for the eligibility of ED.</p> <p>RESOURCE ALLOCATON: No additional cost</p>
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REVISED 18-1.1 *Continue training of APEISs, designated secondary administrators, and bridge coordinators in use of the criteria checklist for conducting comprehensive evaluations of students considered for the eligibility of ED.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Provide training on use of the criteria checklist for conducting comprehensive evaluations of students considered for the eligibility of ED, including clarification of District policy around issues such as pre-referral interventions and documentation of interventions, LRE considerations, and parent attendance at IEP meetings, including alternative forms of attendance (e.g., teleconference).
- Revise the ED Certification page of the IEP to include detailed information on pre-referral intervention information for students newly identified as ED to include the date and type of pre-referral interventions as appropriate.

Local District Superintendents

- Reinforce with principals the attendance of designated school administrators and bridge coordinators at scheduled trainings on comprehensive evaluations for students considered for the eligibility of ED.

Principals

- Schedule and enforce attendance of designated school administrators and bridge coordinators for trainings on comprehensive evaluations for students considered for the eligibility of ED.

Initiation Timeline: November 2007

Progress Monitoring:

Intervals	Indicators
October 2007	Trainings scheduled
November 2007	Training completed
December 2007	Make-up training completed
April 2008	ED Certification page of the IEP revised to include detailed information on pre-referral intervention information for students newly identified as ED to include the date and type of pre-referral interventions as appropriate. Written direction to IEP teams for utilization of the revised ED certification page.

COMPLETED Strategy 18-1.2: *Target the schools with the highest number of African American students for additional assistance and training support for the implementation of the criteria checklist for conducting comprehensive evaluations of students considered for the eligibility of ED.*

18-2	<p>REVISED Establish a new list of targeted schools based on evident weaknesses related to the evaluation components including pre-referral and referral intervention requirements, documentation of student interventions, and parent attendance at the IEP meeting—including alternative forms of attendance (e.g., teleconference)—using professional development of school psychologists, administrators, bridge coordinators and MCD Review Teams as the primary intervention.</p> <p>RESOURCE ALLOCATON: No additional cost</p>
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18-2.1 *Target the schools that have evidenced difficulty in complying with the required components of the comprehensive evaluation process with the highest number of African American students for additional training and support for implementing of pre-referral interventions, including procedures for documentation, prior to consideration of an eligibility of emotionally disturbed.*

Target School Criteria:

Target schools will be those that have the highest numbers and percentages of African-American students for the entire school population 2007-2008 and have evidence difficulty in complying with pre-referral intervention procedures, including documentation procedures.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Identify targeted schools and notify Local District Superintendents and Support Unit Administrators.
- Develop differentiated training on the implementation of pre-referral intervention and

documentation procedures and organizational structure for targeted schools to reduce inappropriate identification of African American students as emotionally disturbed.

- Develop and distribute written communications that parent participation at IEP meetings for students being considered for the eligibility of ED may include alternative forms of participation such as teleconferencing.
- Report to the Board of Education and Independent Monitor the progress of implementation of pre-referral intervention procedures for students who may be considered for ED eligibility with data provided from monitoring activities conducted by psychological services.

Local District Superintendents

- Collaborate in planning and strategy implementation for targeted schools.
- Supervise Directors regarding oversight of targeted schools for implementation of the pre-referral intervention and documentation procedures to reduce inappropriate identification of African American students as emotionally disturbed.

Targeted Principals

- Supervise school administrators responsible for implementation of the pre-referral intervention and documentation procedures.

Initiation Timeline: November 2007

Progress Monitoring:

Intervals	Indicators
November 2007	List of target schools identified according to target criteria
December 2007	Differentiated training developed for targeted schools
April 2008	Written communications that parent participation at IEP meetings for students being considered for the eligibility of ED may include alternative forms of participation such as teleconferencing developed and distributed; training/assistance provided to targeted schools; first quarter monitoring report data completed; quarterly report to the Board of Education and the Independent Monitor
April 2008	Monitoring report data completed; quarterly report to the Board of Education and the Independent Monitor
June 2008	Monitoring report data completed; quarterly report to the Board of Education and the Independent Monitor

18-3	<p>REVISED STRATEGY: Provide supports to targeted schools for expanding their capacity to serve African American students identified as emotionally disturbed in their home schools and in general education classrooms.</p> <p>RESOURCE ALLOCATON: No additional cost</p>
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REVISED 18-3.1: *Provide supports appropriate to targeted school needs for serving African American students identified as ED in their home schools and in general education classrooms.*

Target School Criteria:

Target schools will be those that have the highest numbers and percentages of African-American students identified, or being identified, with an eligibility of ED.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Identify targeted schools and notify Local District Superintendents and Support Unit Administrators.
- Develop and provide training on the implementation of a multi-tiered service model for targeted schools to serve students with the eligibility of ED in their home school and in the general education classroom for 40% or more of the instructional day.
- Report to the Board of Education and Independent Monitor the progress of implementation of multi-tiered service models for targeted schools to serve students with the eligibility of ED in their home school and in the general education classroom for 40% or more of the instructional day.

Local District Superintendents

- Collaborate in planning and strategy implementation for targeted schools.
- Supervise Directors regarding oversight of targeted schools for implementation of multi-tiered service models for targeted schools to serve students with the eligibility of ED in their home school and in the general education classroom for 40% or more of the instructional day.

Targeted Principals

- Supervise school administrators responsible for implementation of multi-tiered service models to serve students with the eligibility of ED in their home school and in the general education classroom for 40% or more of the instructional day.

Initiation Timeline: November 2007

Progress Monitoring:

Intervals	Indicators
November 2007	List of target schools identified according to target criteria
December 2007	Differentiated training developed for targeted schools

Intervals	Indicators
March 2008	Training/assistance provided to targeted schools; first quarter monitoring report data completed; quarterly report to the Board of Education and the Independent Monitor
April 2008	Monitoring report data completed; quarterly report to the Board of Education and the Independent Monitor
June 2008	Monitoring report data completed; quarterly report to the Board of Education and the Independent Monitor

18-4	<p>ADDED STRATEGY: Maintain a systematic case review (also known as “peer” review) committee process for all cases of students suspected of having a disability of emotional disturbance.</p> <p>RESOURCE ALLOCATON: No additional cost</p>
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ADDED 18-4.1: *Continue as systematic case review committee process as initiated in 2006-2007 for all cases of students suspected of having a disability of emotional disturbance.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Conduct ongoing case reviews for all students suspected of having a disability of emotional disturbance to monitor cases for compliance and determine patterns of noncompliance with all elements of comprehensive evaluation checklist.
- Provide individual school interventions for noncompliance patterns.

Initiation Timeline: July 2007

Progress Monitoring:

Intervals	Indicators
July 2007	Case review procedures convened in each support unit. School interventions initiated.
April 2008	Monitoring report data completed; quarterly report to the Board of Education and the Independent Monitor
June 2008	Monitoring report data completed; quarterly report to the Board of Education and the Independent Monitor

Appendix H: Outcome 18

Office of the Independent Monitor

OUTCOME #18: DISPRPORTIONALITY

COMPREHENSIVE EVALUATION PROCESS

This document is intended as a monitoring device used by the Office of the Independent Monitor to determine if newly identified and triennially re-evaluated ED students have been provided a comprehensive evaluation and appropriate considerations for placement in the least restrictive environment, upon identification. This document represents a basic standard for an ED comprehensive evaluation and shall not limit the District from developing its own tools to assess the comprehensiveness of any evaluation process. The Office of the Independent Monitor will use various data sources for monitoring this outcome.

1. REVIEW OF PRE-REFERRAL AND REFERRAL INTERVENTION

FOR STUDENTS INITIALLY REFERRED FOR SPECIAL EDUCATION

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Documentation of an initial pre-referral intervention meeting, such as an SST, that addresses the behavioral and/or academic concerns and actions to address these concerns. |
| <input type="checkbox"/> | <input type="checkbox"/> | Documentation of a follow-up pre-referral intervention meeting, such as an SST, (at least 3 months after the initial meeting) documenting the results of the interventions and the effect on the behavior. |
| <input type="checkbox"/> | <input type="checkbox"/> | Evidence of parent participation at the pre-referral intervention meeting, such as an SST and/or parent conference. |
| <input type="checkbox"/> | <input type="checkbox"/> | Pre-referral teams documentation of the following considerations: attendance history; recent changes in student's home environment; student's primary language; and, vision and hearing screening. |
| <input type="checkbox"/> | <input type="checkbox"/> | Report card or cumulative file comments indicate behavioral and academic concerns for more than one semester (secondary) or one year, prior to the date of referral. |
| <input type="checkbox"/> | <input type="checkbox"/> | Documentation of one of the following; non-DIS counseling, behavior modification plan, and/or participation in a school-wide discipline program. |
| <input type="checkbox"/> | <input type="checkbox"/> | Assessment plan indicating behavioral concerns and consideration for ED as a suspected disability. |

FOR STUDENTS CURRENTLY RECEIVING SPECIAL EDUCATION SERVICES

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Behavior support plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | Academic modifications and accommodations attempted to address the behavioral concerns. |
| <input type="checkbox"/> | <input type="checkbox"/> | Consideration for counseling services and/or referrals to school-wide discipline programs. |
| <input type="checkbox"/> | <input type="checkbox"/> | Assessment plan indicating behavioral concerns and consideration for ED as a suspected disability. |

2. ASSESSMENT

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Health assessment to rule out whether an inability to learn is a result of a health or sensory condition. |
| <input type="checkbox"/> | <input type="checkbox"/> | Formal academic assessment and consideration of assessments based on curriculum and classroom performance. |
| <input type="checkbox"/> | <input type="checkbox"/> | Cognitive or general ability assessment identifying the student's strengths and weaknesses. |
| <input type="checkbox"/> | <input type="checkbox"/> | Multi-disciplinary social-emotional evaluation considering home and community behavior.using the following measures: observation in various settings (formal and informal); ratings scales and/or other psychometric instruments; and, interviews with at least one teacher and parent. |
| <input type="checkbox"/> | <input type="checkbox"/> | Comprehensive behavioral evaluation such as a functional behavioral analysis, functional assessment analysis or other behavioral evaluation that identifies the function of the behavior, the frequency and duration of the behavior, and the identification of alternative behaviors that may serve to replace the undesired behavior. |

3. DETERMINATION OF ED ELIGIBILITY

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Comprehensive ED eligibility statement identifying specific areas of eligibility as per IDEA 1997 regulations. |
| <input type="checkbox"/> | <input type="checkbox"/> | Consideration of exclusionary criteria and other relevant factors. |
| <input type="checkbox"/> | <input type="checkbox"/> | Justification of co-morbid disabilities (i.e. additional disabilities). |

4. IEP TEAM RECOMMENDATIONS

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Consideration of a behavior support plan for initially referred students. |
| <input type="checkbox"/> | <input type="checkbox"/> | IEP team considerations for placement in the least restrictive environment, including appropriate supports and modifications to ensure participation in the LRE, with responsible personnel. |
| <input type="checkbox"/> | <input type="checkbox"/> | Consideration of DIS counseling services, and/or referral to mental health agency for such services. |
| <input type="checkbox"/> | <input type="checkbox"/> | Counseling goals, if appropriate. |
| <input type="checkbox"/> | <input type="checkbox"/> | Parent participation at the IEP meeting—including alternative forms of attendance (e.g., teleconference)—determining eligibility and placement. |

**Part I, Initials: Presence of Pre-Referral and Referral ED Case Components
LAUSD All Ethnicities January – June 2007**

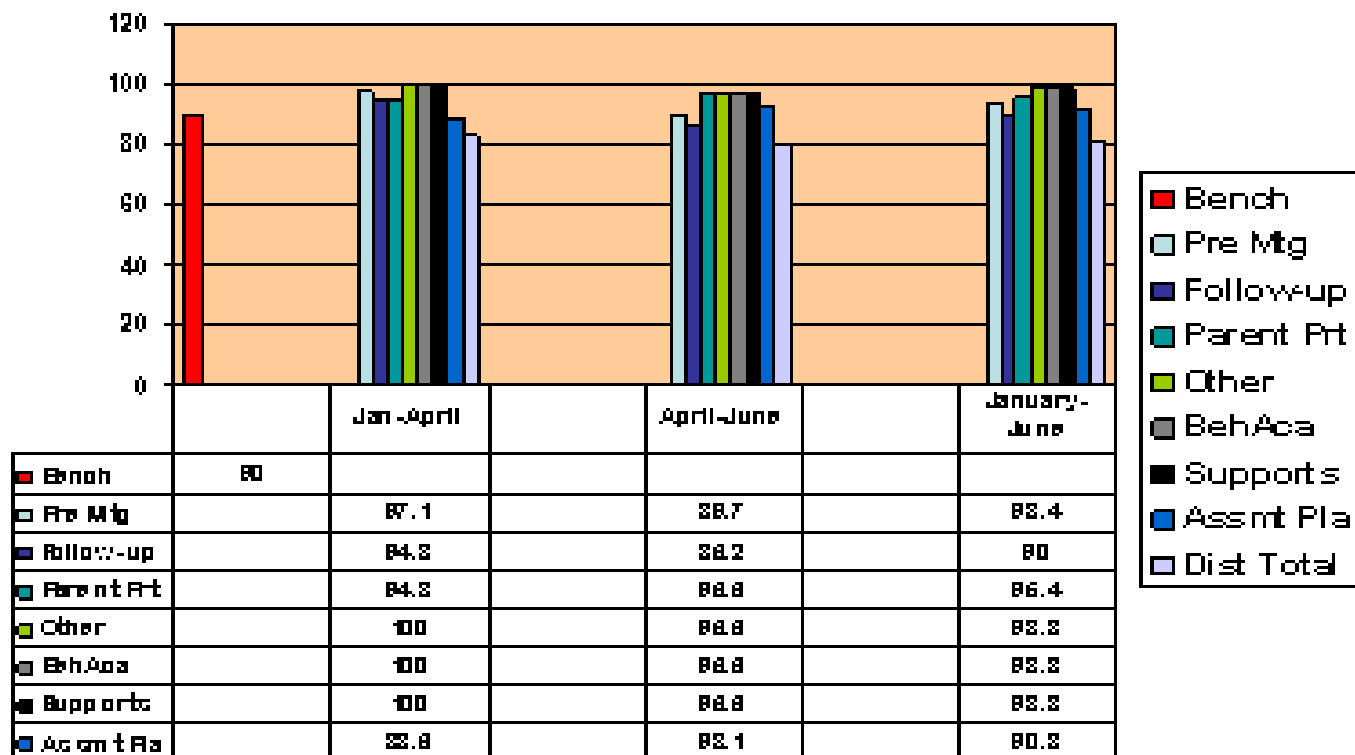


Figure 5

**Part I, SPED Students:
Presence of Pre-Referral and Referral ED Case Components
LAUSD All Ethnicities January – June 2007**

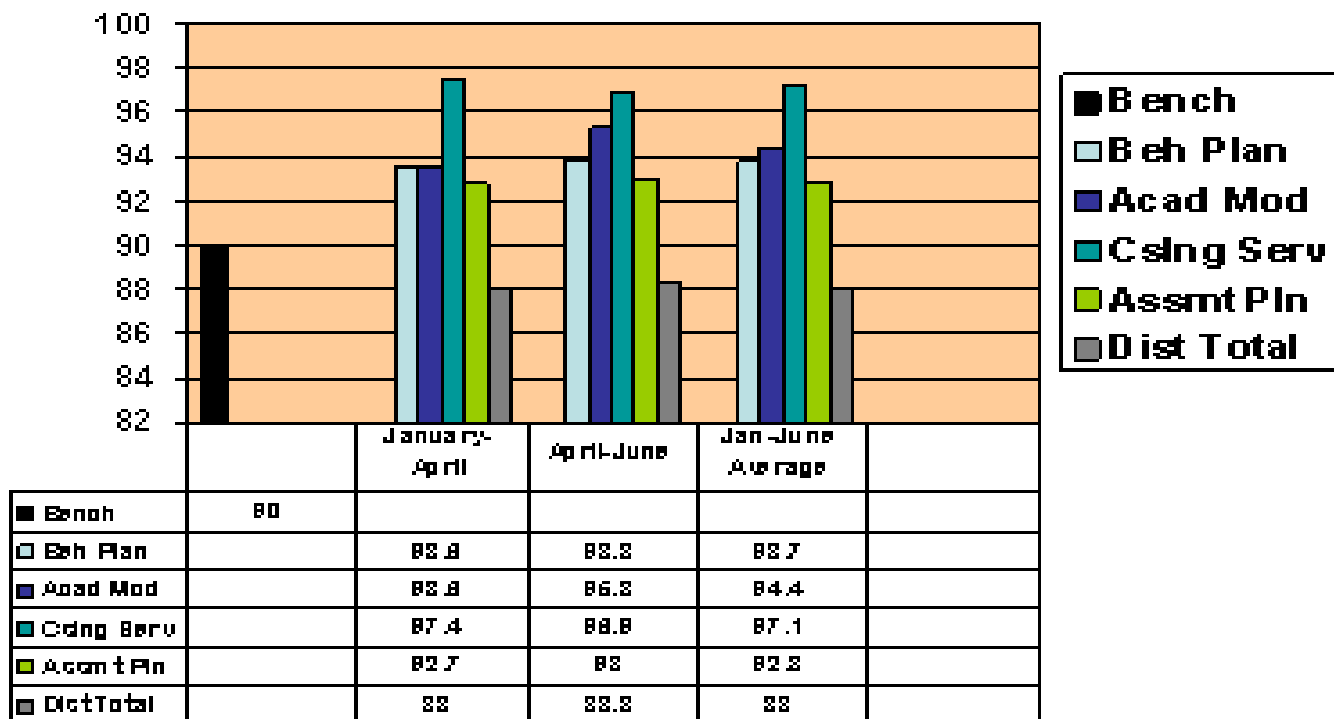


Figure 6

Part 2, Assessment
Presence of ED Case Components
LAUSD All Ethnicities January – June 2007

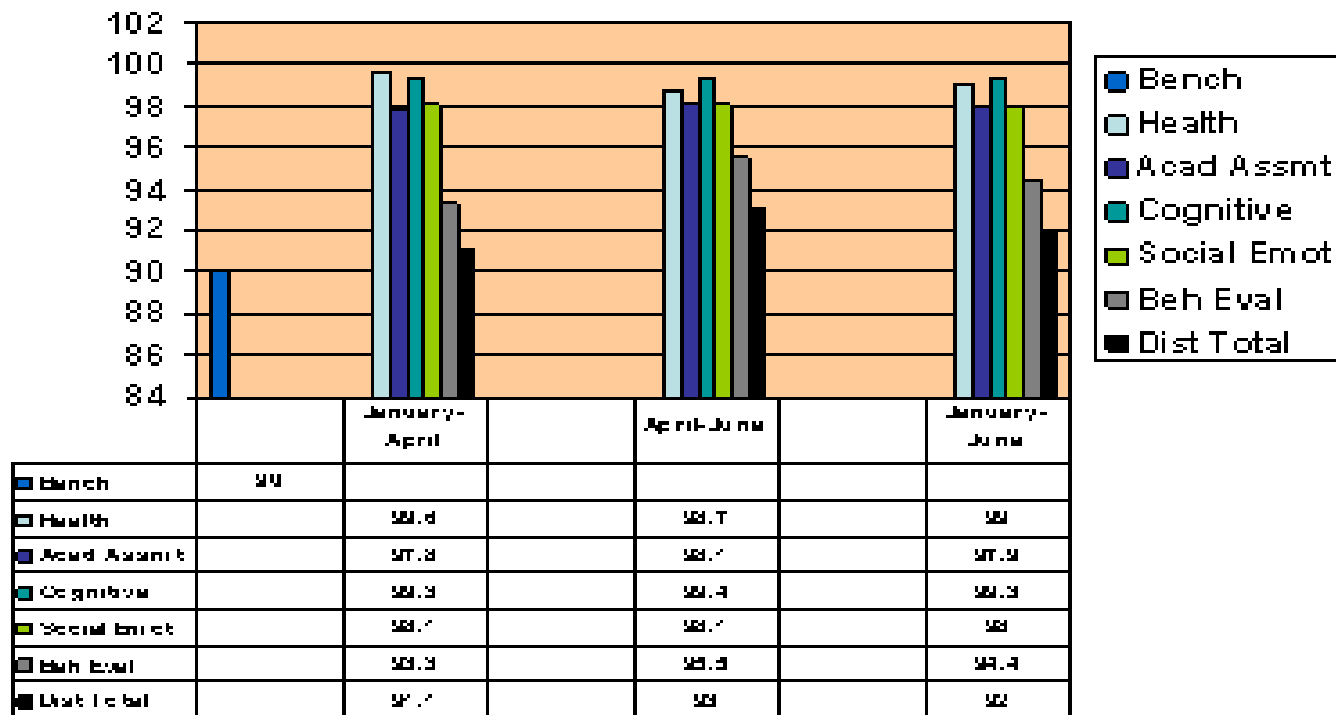


Figure 7

**Part 3, Determination of Disability
Presence of ED Case Components
LAUSD All Ethnicities January – June 2007**

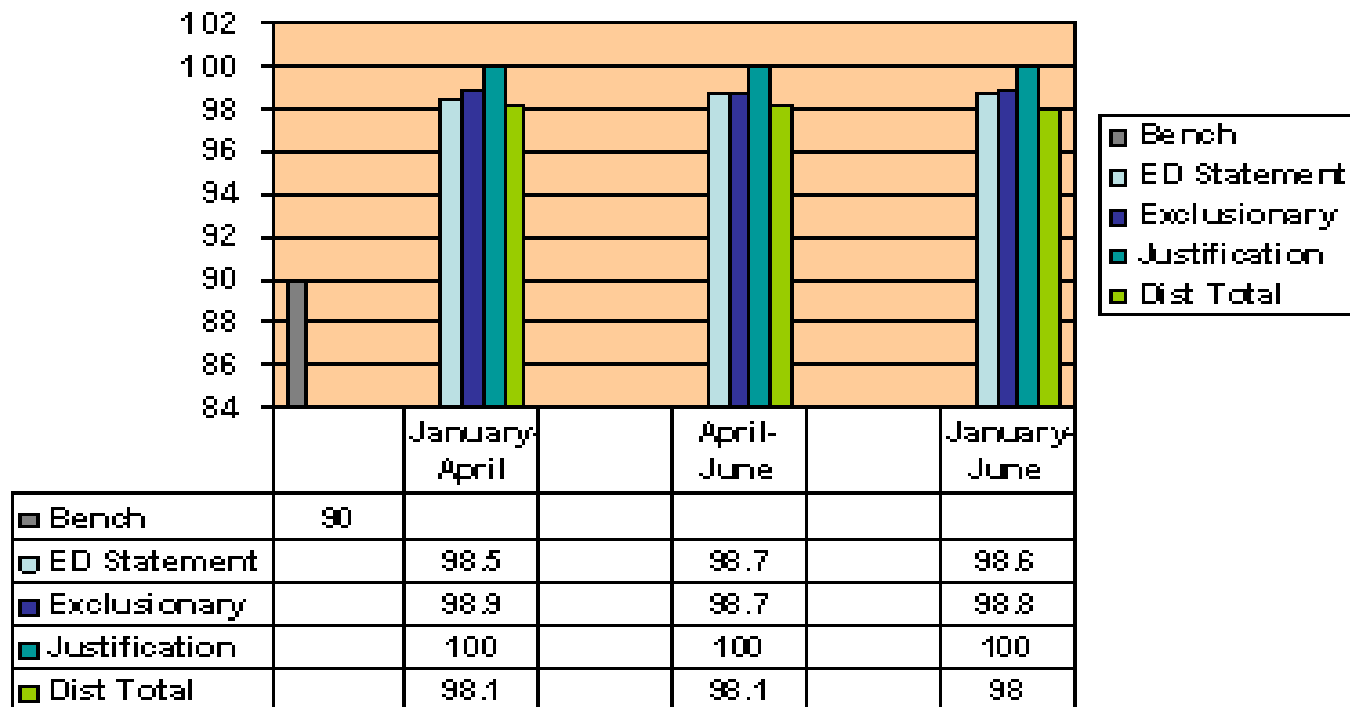


Figure 8

**Part 4, IEP Team Recommendations
Presence of ED Case Components
LAUSD All Ethnicities January – June 2007**

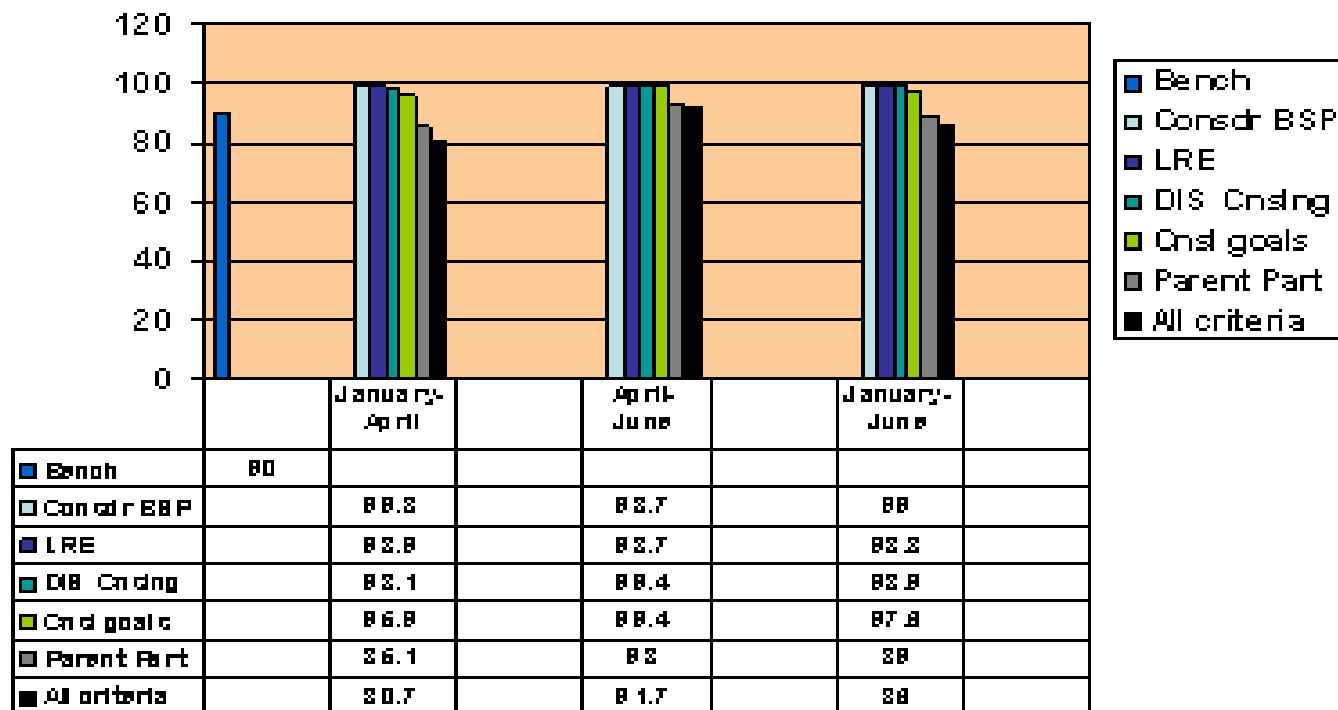


Figure 9

**Part I, Initials: Presence of Pre-Referral and Referral ED Case Components
 July 06-Jan 15, 2007, African Americans: Support Units & NPS
 Percent Containing All Components**

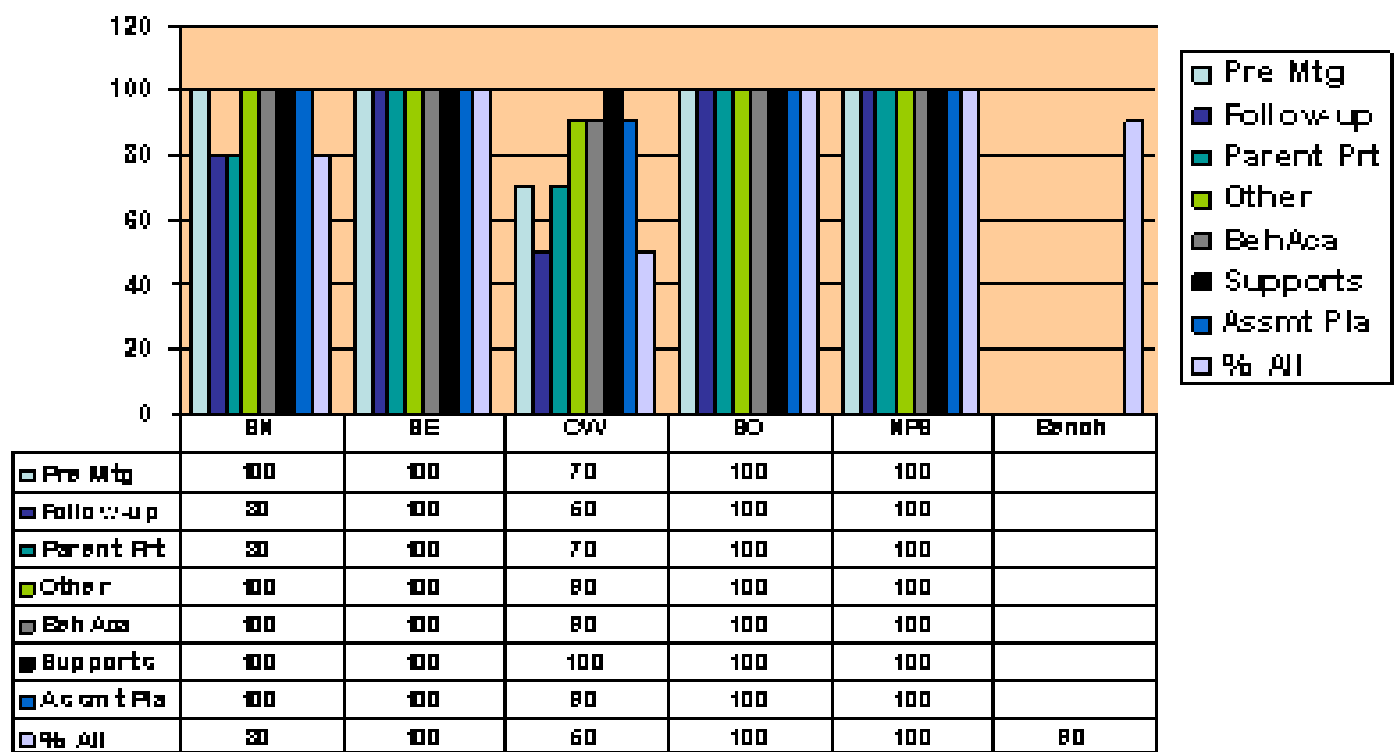


Figure 10

**Part I, SPED: Presence of Pre-Referral and Referral ED Case Components
 July 06-Jan 07, African Americans: Support Units & NPS
 Percent Containing All Components**

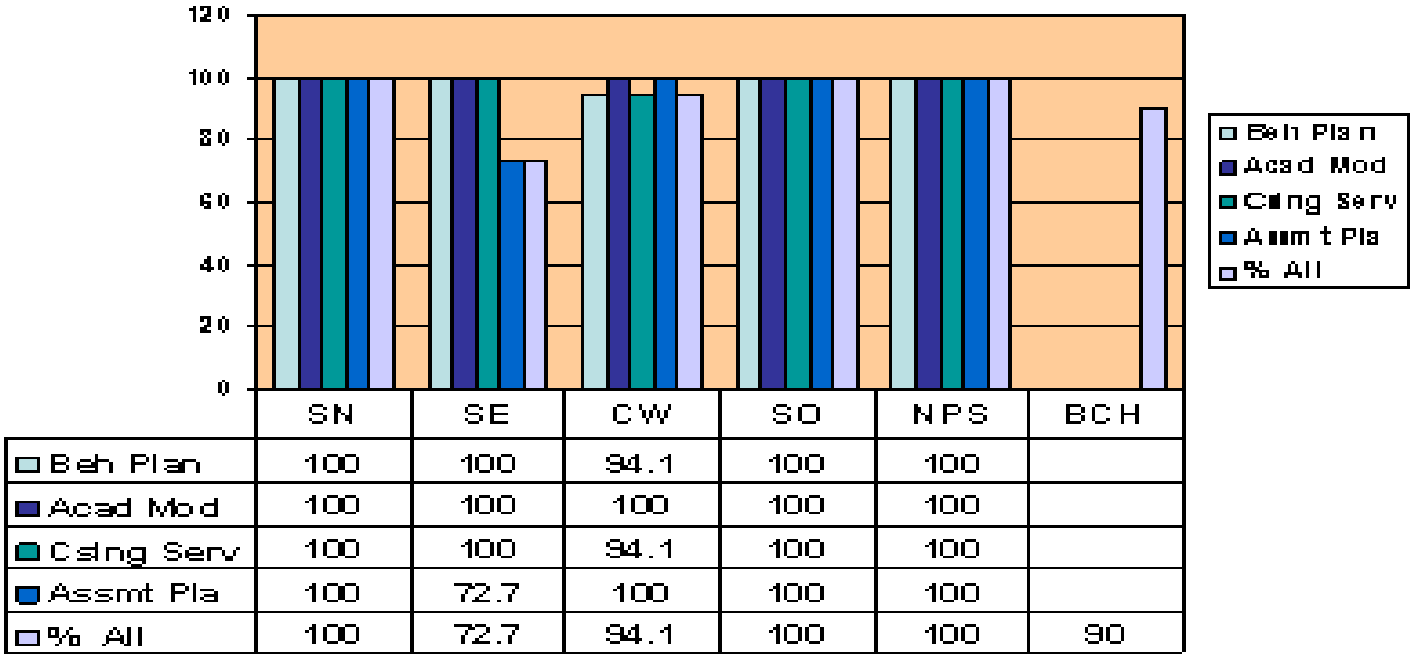


Figure 11

Part 2, Assessment
Presence of ED Case Components
July 06 Jan 2007, African Americans: Support Units & NPS
Percent Containing All Components

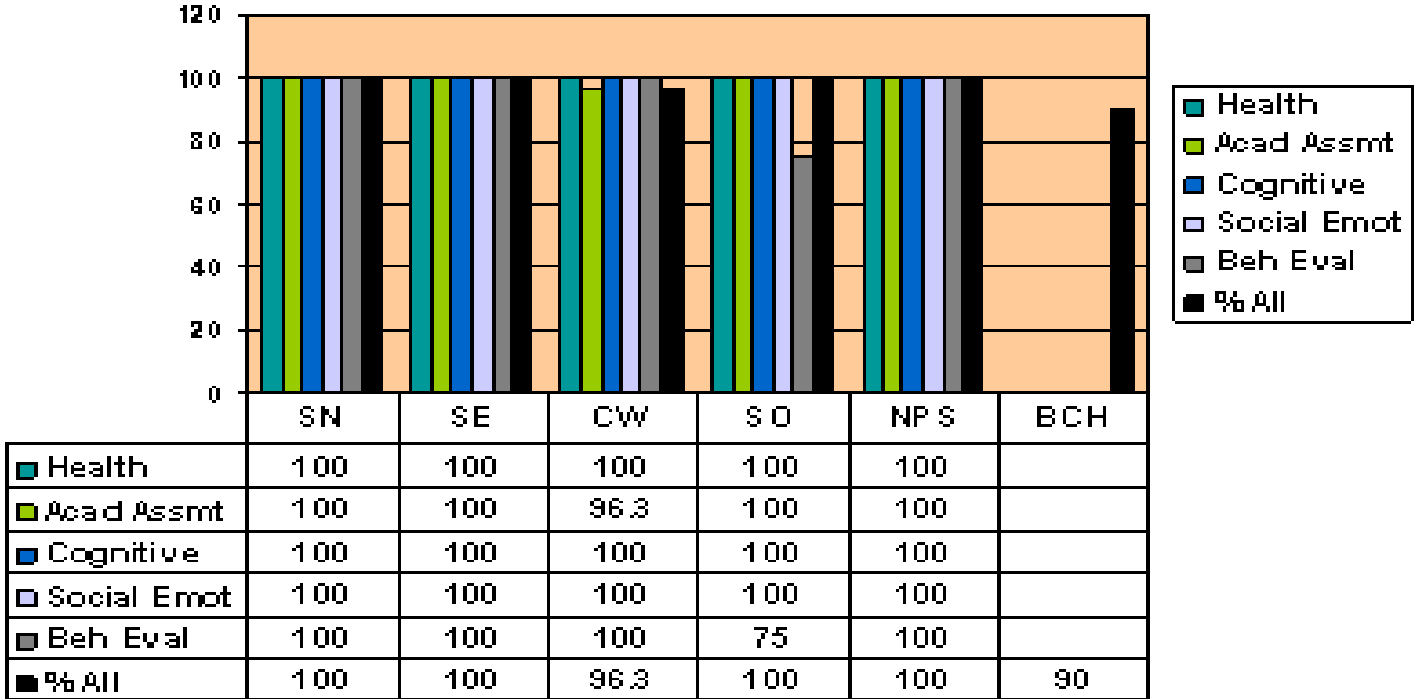


Figure 12

Part 3, Determination of Eligibility
July 2006 - Jan 2007, African Americans: Support Units & NPS
Percent Containing All Components

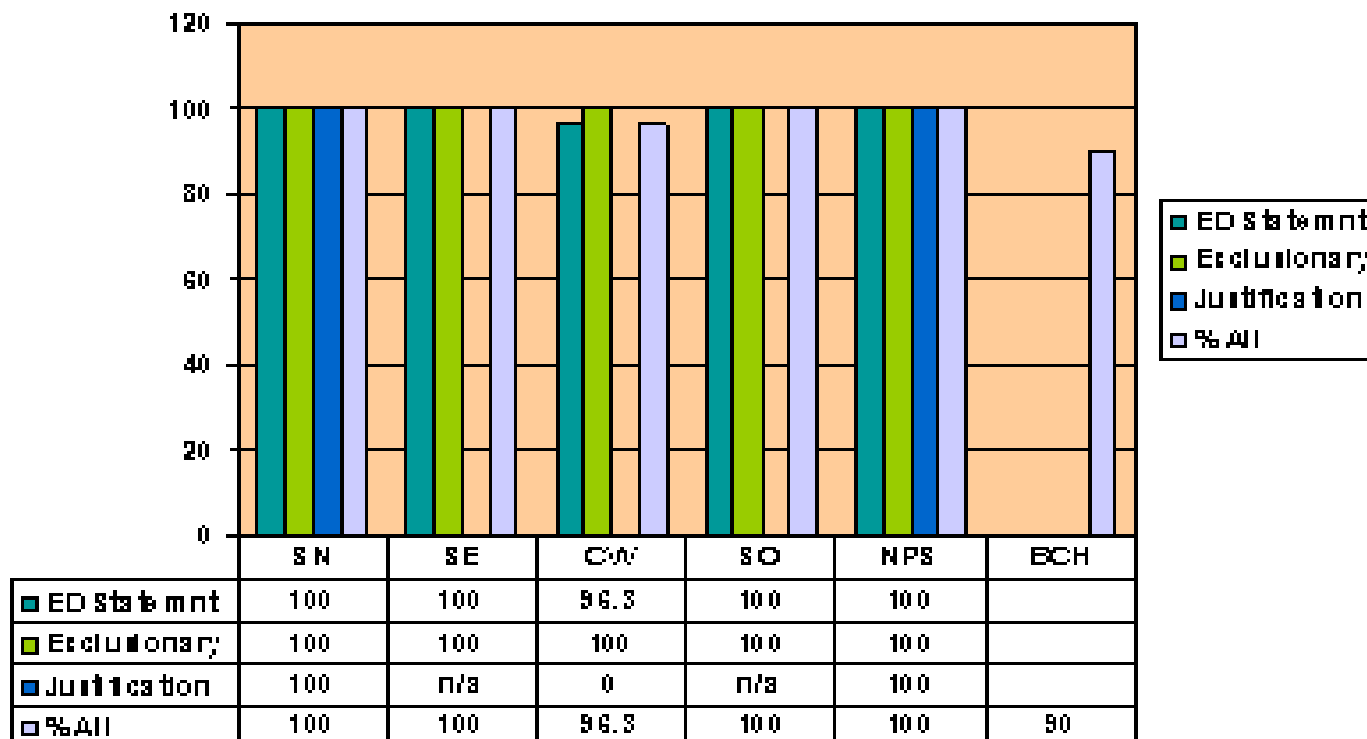


Figure 13

**Part 4, IEP Team Recommendations
July 06 - January 2007, African Americans: Support Units & NPS
Percent Containing All Case Components**

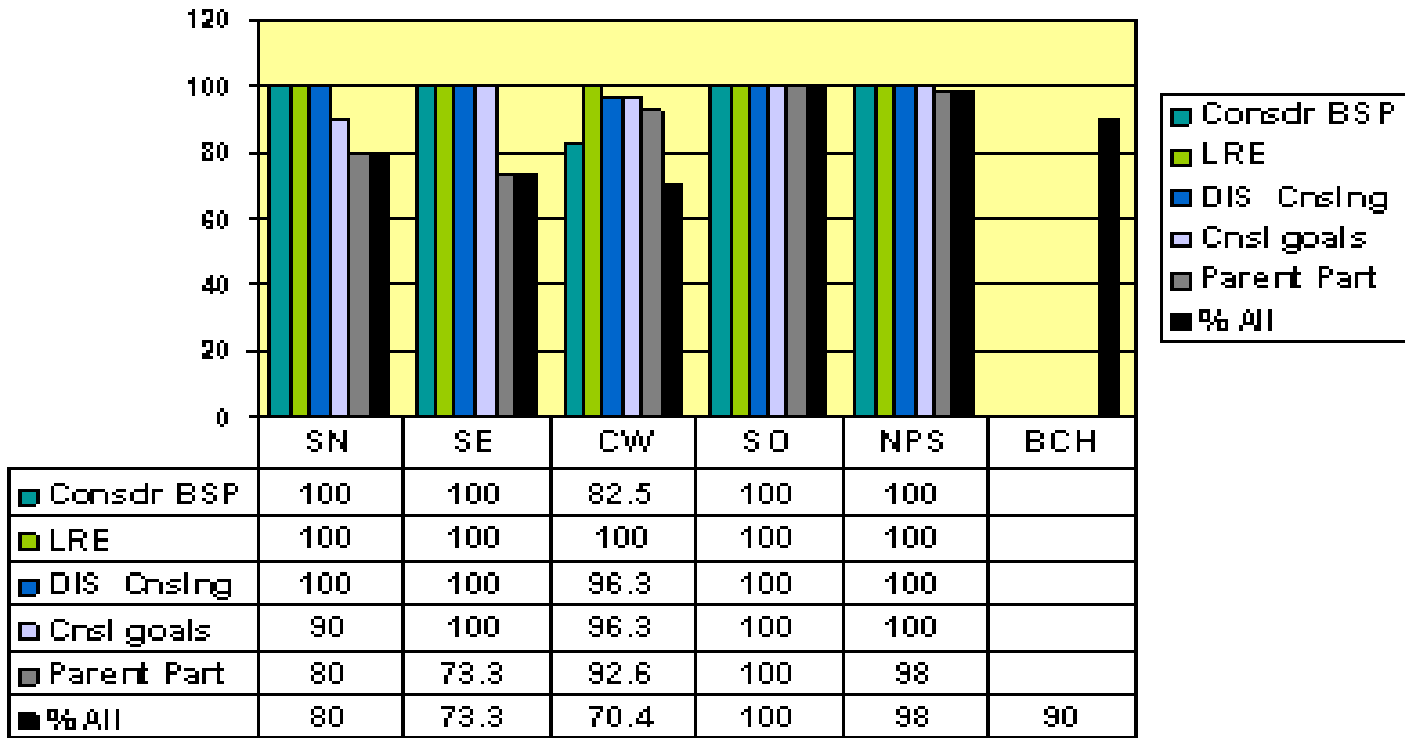


Figure 14

Part I, Initials: Presence of Pre-Referral and Referral ED Case Components
 Jan 07– June 15, 2007, African Americans: Support Units & NPS
 Percent Containing All Components

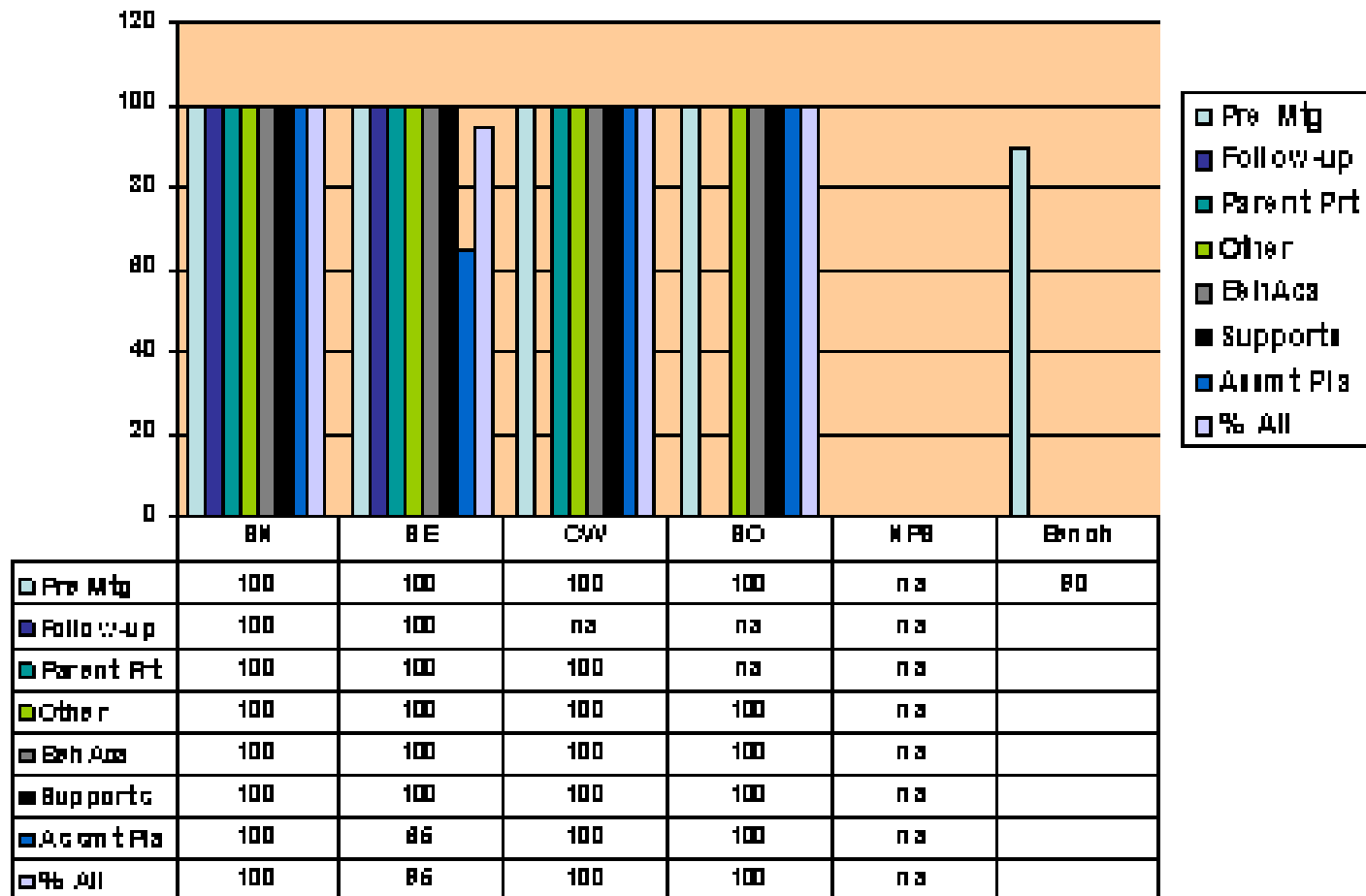


Figure 15

Part I, SPED: Presence of Pre-Referral and Referral ED Case Components
 Jan 07-June 15 2007, African Americans: Support Units & NPS
 Percent Containing All Case Components

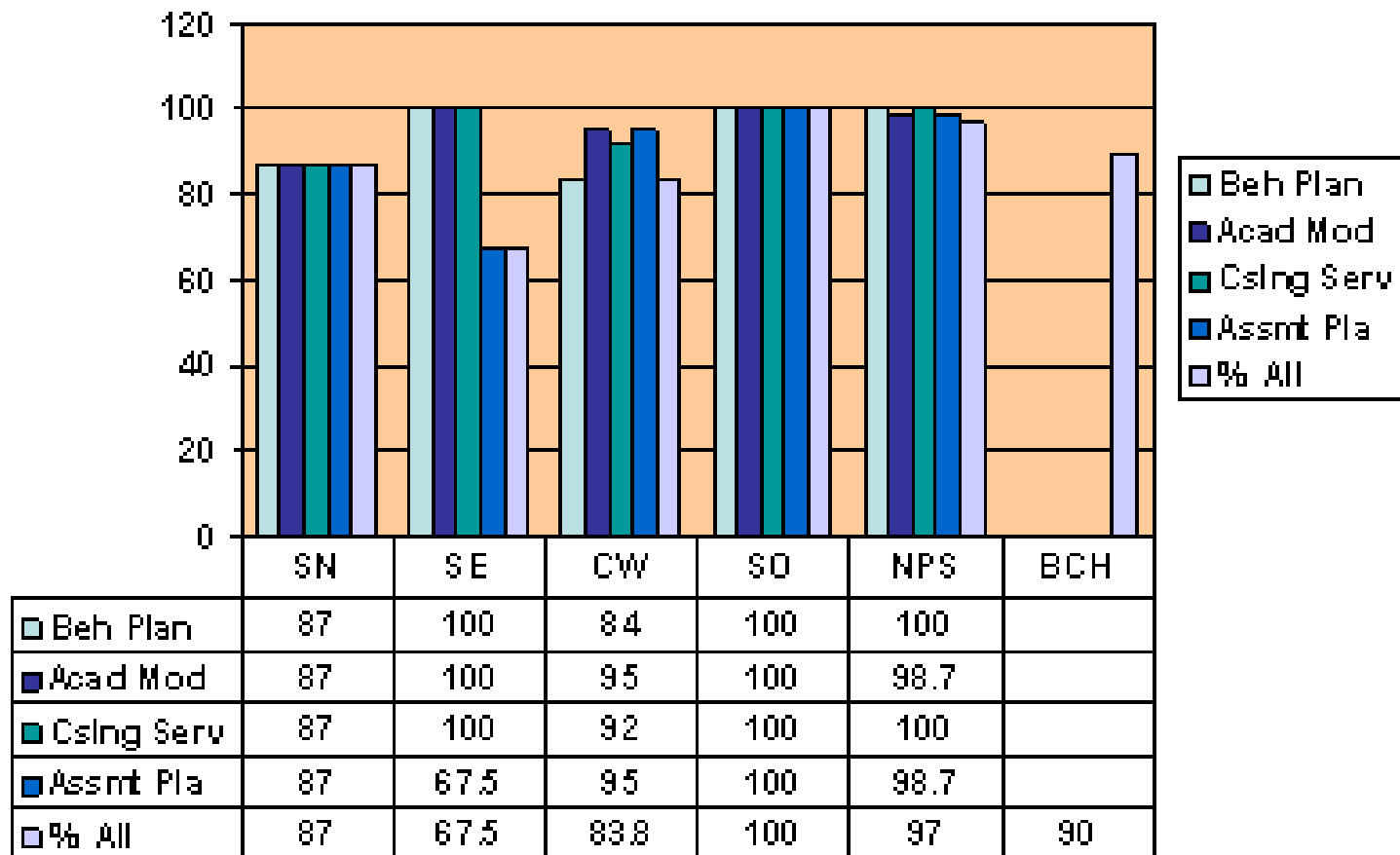


Figure 16

Part 2, Assessment
January-April 2007, African Americans: Support Units & NPS
Percent Containing All Case Components

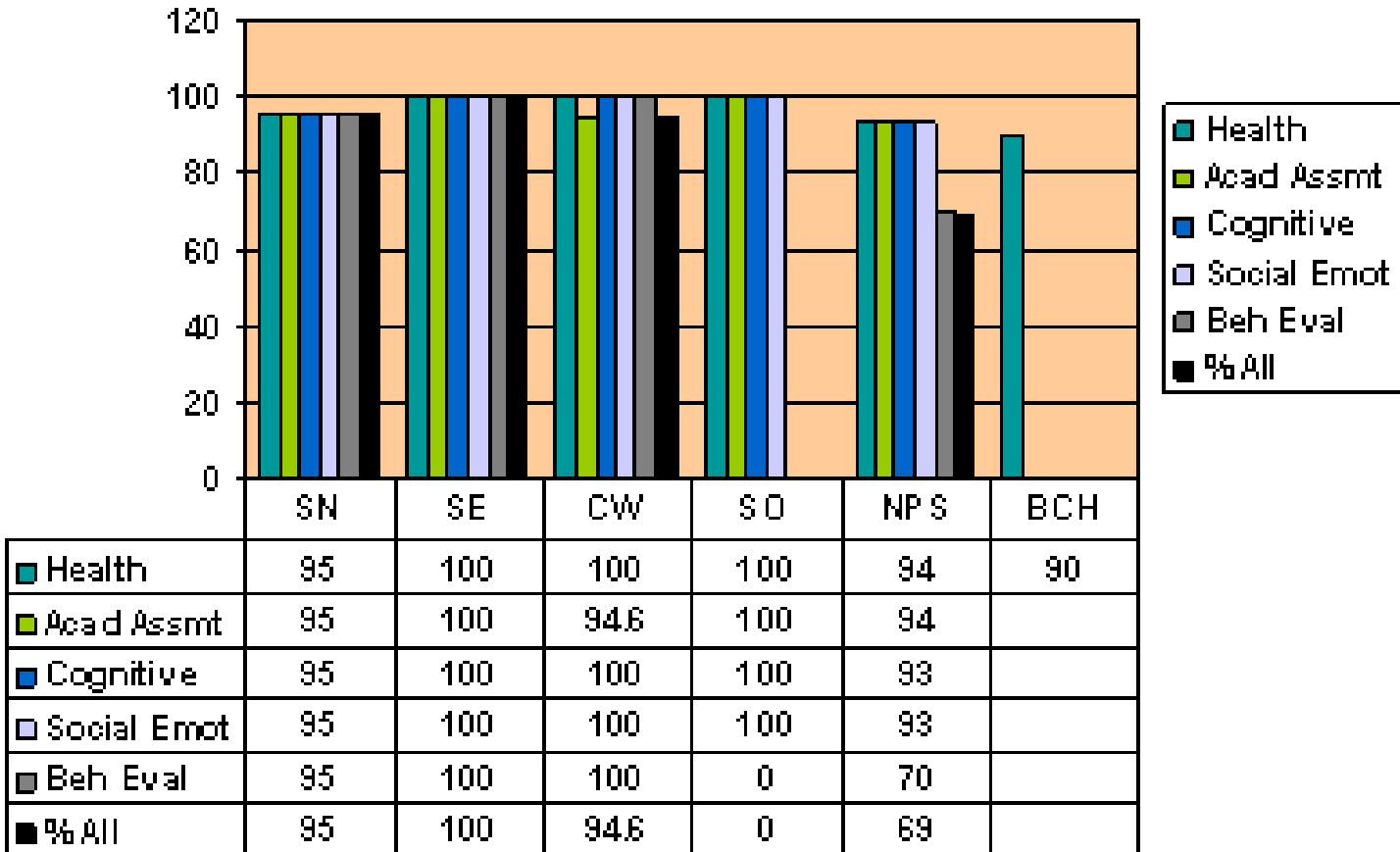


Figure 17

Part 3, Determination of Eligibility
Jan-June 15, 2007, African Americans: Support Units & NPS
Percent Containing All Case Components

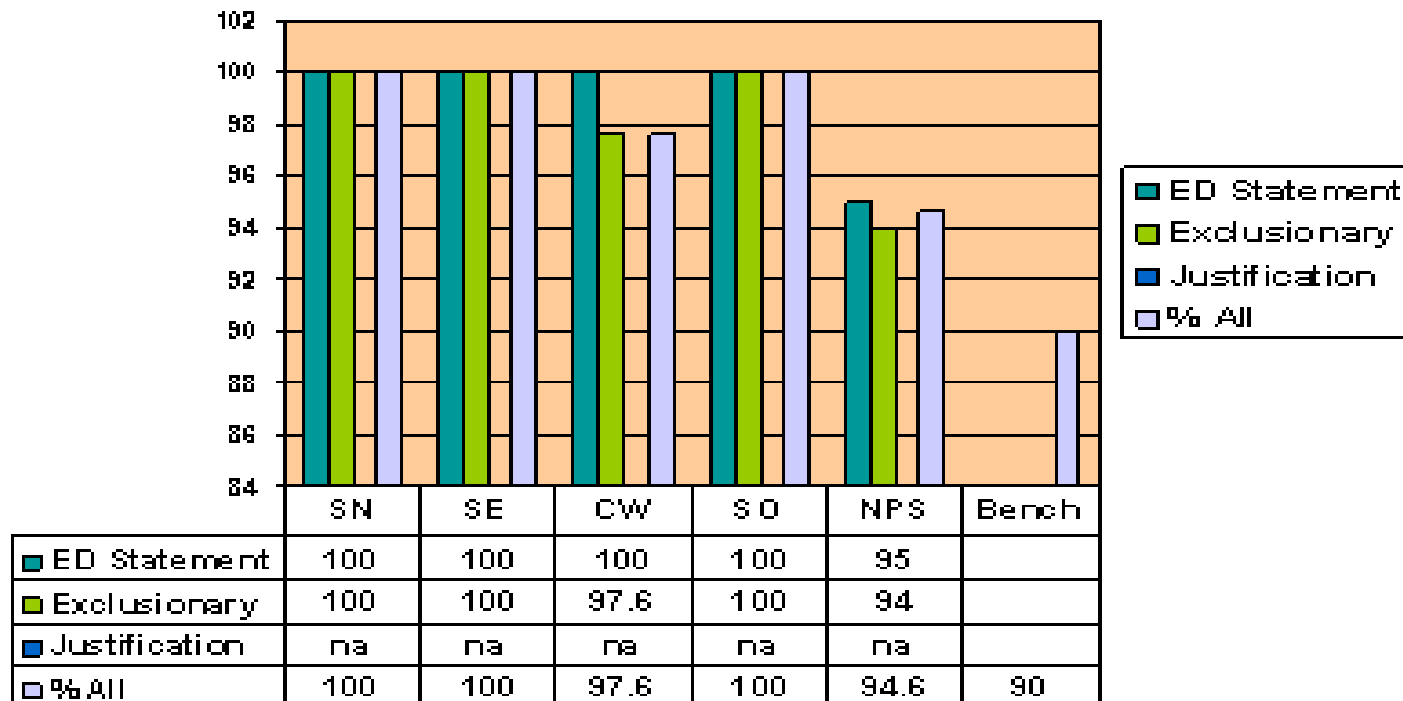


Figure 18

Part 4, IEP Team Recommendations
January–June 15, 2007, African Americans: Support Units & NPS
Percent Containing All Case Components

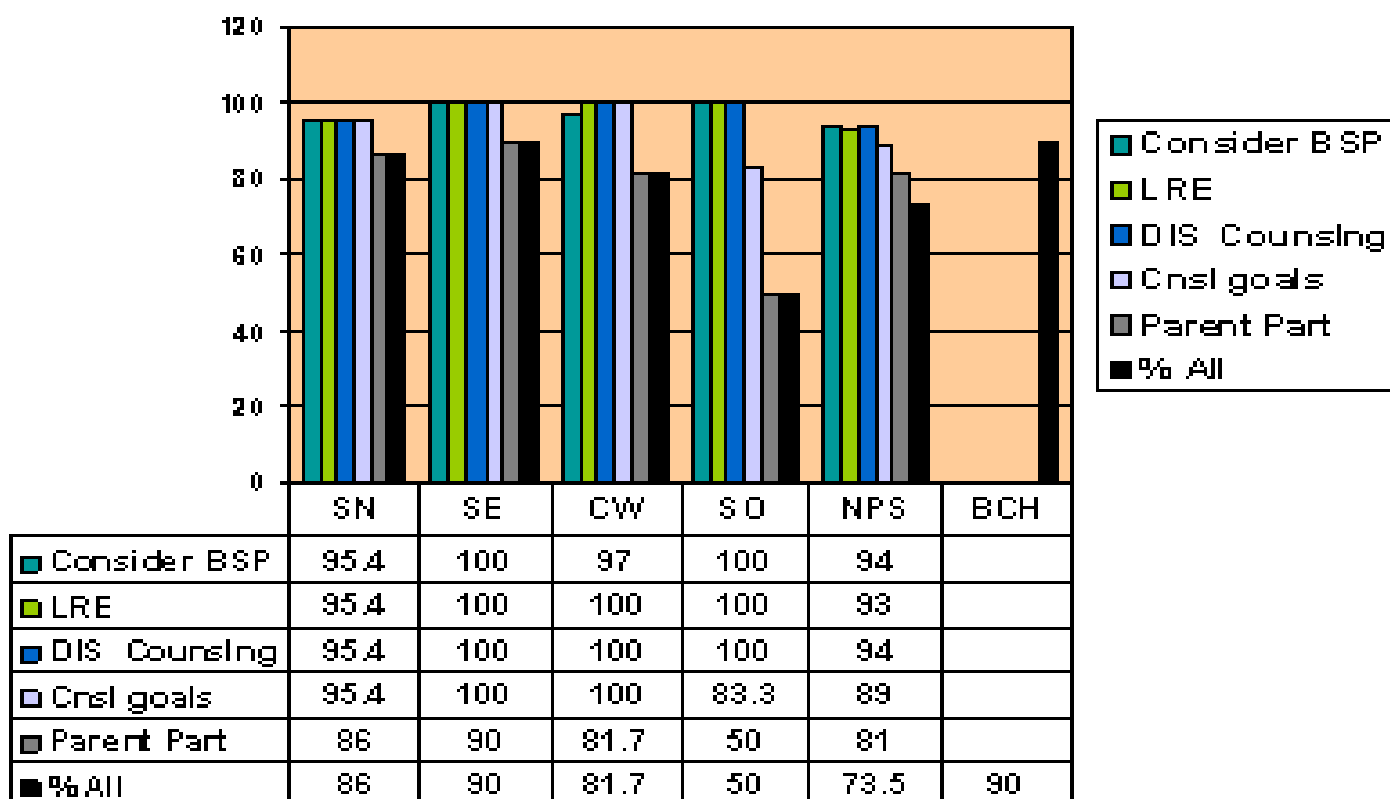


Figure 19