

## TARGETED STRATEGY PLAN—MCD OUTCOME 2

### INTRODUCTION

The following amendments have been made to Targeted Strategy Plan—MCD Outcome 2 previously approved by the Independent Monitor on March 26, 2008..

**Strategy 2.1: Continue to institutionalize tiered models of service delivery through professional development for general education and special education teachers to increase access and achievement of students with disabilities in the core curriculum, including the implementation of instructionally appropriate learning centers.**

**CONTINUE 2-1.1:** *Continue to target lowest performing schools as measured by CST data for support through professional development and coaching for leadership and school teams in the effective implementation of tiered models of service delivery for students with disabilities.*

**DELETED 2-1.2:** *Review senior high learning centers for defined district-wide learning center operational standards and appropriate instructional materials that address the achievement needs of senior high students with mild-to-moderate disabilities.*

**DELETED 2-1.3:** *Review middle school learning centers for defined district-wide learning center operational standards and appropriate instructional materials that address the achievement needs of senior high students with mild-to-moderate disabilities.*

**DELETED 2-1.4:** *Review elementary school learning centers for defined district-wide learning center operational standards and appropriate instructional materials that address the achievement needs of senior high students with mild-to-moderate disabilities.*

**ADD 2-1.5:** *Incorporate additional strategies for differentiating instruction including the four access strategies identified by the District (instructional conversations, academic language development, cooperative learning structures and graphic organizers/visual patterns) into professional development offered in the core curriculum for ELA and mathematics.*

**ADD 2-1.6:** *Provide ongoing professional development regarding effective pedagogy within the learning centers for elementary, middle and high school administrators and teachers.*

**ADD 2-1.7:** *Provide professional development and school level support including coaching that is designed to enhance core literacy instruction through the SB472 Open Court Reading 5-day training designed for special education teachers.*

**ADD 2-1.8:** *Provide professional development to targeted middle schools personnel (SDP teachers, coaches, administrators) on the use of core literacy in special day classes using an adapted version of the ELA Instructional Guide.*

**Strategy 2-2: Continue a research-based intervention, including response to intervention (RtI), program for English/language arts and math in addition to the core curriculum using the same target criteria as for the first strategy.**

**CONTINUE 2-2.1:** *Incorporate the research-based Tier II literacy intervention program, Voyager TimeWarp Plus with publisher support, into elementary ESY English/Language Arts instruction during 2008-2009 ESY for students with disabilities.*

**REVISED 2-2.2:** *Continue to support the Voyager Passport literacy intervention program with publisher and Least Restrictive Environment Specialist support to elementary schools on target list with an emphasis on benchmarking and progress monitoring.*

**CONTINUE 2-2.3:** *Continue to incorporate the research-based Tier II math intervention program, TouchMath, with publisher support into elementary ESY math instruction during 2008-2009 ESY for students with disabilities.*

**COMPLETED 2-2.4:** *Provide additional TouchMath materials to elementary learning centers to ensure a range of supplemental instructional tools to support students with mild to moderate disabilities.*

**CONTINUE 2-2.5:** *Integrate the English/Language Arts evidence-based intervention options available to middle schools to include in-school intervention through the existing DRW program, targeted use of the learning center elective, use of a specially designed reading elective, or after-school interventions provided through the Beyond the Bell program.*

**REVISED 2-2.6:** *Integrate the Math evidence-based intervention options available to middle schools to include in-school intervention through the existing Algebra Readiness course for 8<sup>th</sup> grade students performing below basic or far below basic; targeted use of the learning center elective for 6<sup>th</sup> and 7<sup>th</sup> grade students performing below basic or far below basic; use of the evidence based math intervention supplemental curriculum in the learning center or special day class; or after-school interventions provided through the Beyond the Bell program.*

**ADD 2-2.7:** *Continue the use of REWARDS and REWARDS + intervention programs in middle school ESY ELA blocks.*

**ADD 2-2.8:** *Monitor the enrollment of students with disabilities in the DRW program.*

**ADD: 2-2.9:** *Continue to incorporate the research-based math intervention (VMath or Algebra Readiness) into the ESY math block at middle school.*

**Strategy 2.3: Make public the information and hold accountable all school personnel to implement IEP designated accommodations for instruction and test situations.**

**COMPLETED: 2-3.1:** *Train APEIS, Bridge Coordinators and designated secondary administrators and coordinators in the use of the Welligent Accommodations and Modifications School Report to be used by teachers and testing coordinators in providing instructional and testing accommodations.*

**REVISED 2-3.2:** *Continue to hold applicable school staff accountable for using instructional and testing accommodations in accordance with the IEP as indicated on SIS test roster and the Welligent Accommodations & Modifications Report.*

## **IMPLEMENTATION OF THE TARGETED STRATEGY PLAN**

### **Intervention Programs**

Accelerated student growth in reading and/or mathematics is the impetus for implementing an intervention program which is intended to supplement, not supplant, the core curriculum. In 1999, the National Institute of Health (NIH) reported that if students are not reading at grade level by the end of third grade, the odds of them ever reading at grade level are 1:17. Therefore, it is critical that intervention at the elementary level be intensive and specialized.

In 2007-2008, the District continued to utilize the *Voyager Passport* literacy intervention program during the regular school year for elementary students and the *Voyager TimeWarp* program for the four weeks of Extended School Year. Additionally at all levels, intensive small group intervention strategies were implemented through the learning centers.

The Vital Indicators of Progress (VIP) Reading Connected Text (RCT) measure is a standardized, individually administered test of reading fluency with connected text. RCT is a set of equivalent grade-level passages and administration procedures designed to identify students who may need additional instructional support and to monitor progress toward instructional goals. Student RCT scores at the start (Benchmark 1), and the end (Benchmark 3), are compared to provide an evaluation of student progress in terms of oral reading fluency on a grade-level passage for the academic year. Data for over 9433 students who received ELA intervention using the *Voyager Passport* program in 206 schools has been analyzed to

assist in developing the 2009-2010 Targeted Strategy Plan, Outcome 2. Of this population, 6157 students had three benchmark scores and 1115 students had two benchmark scores.

In analyzing the data for the literacy intervention program, all eligibility subgroups demonstrated growth although average scores are substantially below grade level goals. Teachers have been trained and coached in implementing benchmark assessments. In addition to the benchmark assessments, teachers are encouraged to use and analyze ongoing progress monitoring to ensure that student needs are appropriately identified and met. This emphasis on regular progress monitoring allows for the minimization of latency periods between the identification and delivery of necessary support for students to experience success. Use of the progress monitoring also provides additional data points from which teachers can judge the progress of their students and make instructional changes.

## **FLUENCY RESULTS**

Research indicates a high correlation between reading fluency and reading comprehension. According to Dr. Edward Kame'ennui, Institute for the Development of Educational Achievement, University of Oregon, the correlation is in the .80+ range. This correlation indicates that performance on brief measures of oral reading fluency strongly correlate with performance on measures of reading comprehension. The percentage of children who are not able to comprehend text when they read text fluently is a very small percentage. Oral reading fluency measures have high predictive utility for identifying students likely to struggle on "high stakes" or formal measures of reading comprehension.

*Voyager Passport* uses one minute fluency indicators to monitor growth in the program. The Vital Indicators of Progress (VIP) measure is a standardized, individually administered test of reading fluency with connected text. The RCT (Reading Connected Text) uses a set of equivalent grade-level passages designed to identify students who may need additional instructional support and to monitor progress toward instructional goals. These assessments provide immediate feedback for teachers to help determine whether a student is learning and benefitting from the instructional program or whether adjustments need to be made.

Student fluency naturally develops through frequent opportunities to practice reading with guided and informed feedback. Targeted schools were encouraged to implement the intervention program for a minimum of 20-26 weeks. During the 2007-2008 school year, students received on average 26.25 weeks of instruction as defined as the time frame between benchmark 1 and benchmark 3. This overall average represents approximately five additional weeks of instruction more than occurred in 2006-2007 thereby providing more learning opportunities for students with disabilities to accelerate skill acquisition.

It is important to note that students with disabilities targeted for the literacy intervention program in the Local Districts were those students who fell within the Far Below Basic and Below Basic categories on the CST. Students in the Far Below Basic category according to CST results are scoring below the 19<sup>th</sup> percentile. Students in the Below Basic category are scoring between the 20<sup>th</sup> and 39<sup>th</sup> percentile. Much of the anticipated growth rates indicated in the research look at students above the 25<sup>th</sup> percentile rather than those below the 25<sup>th</sup> percentile. This lower starting point makes it extremely difficult for students with disabilities to accelerate their growth to mirror grade level norms within a short time period.

During the 2007-2008 intervention, the general trend is an improvement and increase in the number of words read correctly in one minute. Second graders improved 19.91 words per minute (wpm); third graders improved 24.28 wpm; fourth graders 34.37 wpm; and fifth graders improved 25.30 wpm. The rate of growth in second grade, on average, was the lowest whereas growth in the fourth and fifth grades exceeded the typical on-track growth, moving those groups closer to the on-track goals generally anticipated for those grades.

An issue for second grade has been the lack of previous CST data to assist teachers with targeting the appropriate students for the intervention. For 2009-2010 Division of Special Education staff, Support Unit staff, and Voyager personnel will provide targeted schools with additional assistance in identifying appropriate second graders for the intervention program and in implementing effective intervention strategies.

Growth by Local Districts is indicated below:

**Table: Local District Overall Data**

<b>Local District 1</b>				
	2nd Grade (N=132)	3rd Grade (N=131)	4th Grade (N=165)	5th Grade (N=162)
Initial RCT Score	26.96	33.69	44.92	58.29
Final RCT Score	45.90	60.31	84.95	88.94
Overall Gain	18.94	26.62	40.04	30.65
Weekly Rate of Gain	0.72	1.01	1.53	1.17

<b>Local District 2</b>				
	2nd Grade (N=88)	3rd Grade (N=141)	4th Grade (N=170)	5th Grade (N=179)
Initial RCT Score	29.85	30.60	44.61	55.06
Final RCT Score	53.58	53.46	79.61	79.88
Overall Gain	23.73	22.87	35.00	24.82
Weekly Rate of Gain	0.90	0.87	1.33	0.95

<b>Local District 3</b>				
	2nd Grade (N=37)	3rd Grade (N=101)	4th Grade (N=104)	5th Grade (N=177)
Initial RCT Score	35.57	33.41	42.84	61.31
Final RCT Score	58.19	59.74	77.61	94.96
Overall Gain	22.62	26.34	34.77	33.66
Weekly Rate of Gain	0.86	1.00	1.32	1.28

<b>Local District 4</b>				
	2nd Grade (N=169)	3rd Grade (N=187)	4th Grade (N=216)	5th Grade (N=253)
Initial RCT Score	36.53	38.66	44.74	61.67
Final RCT Score	56.03	64.69	81.84	84.98
Overall Gain	19.50	26.03	37.10	23.22
Weekly Rate of Gain	0.74	0.99	1.41	0.88

<b>Local District 5</b>				
	2nd Grade (N=220)	3rd Grade (N=302)	4th Grade (N=329)	5th Grade (N=412)
Initial RCT Score	32.27	36.06	38.53	54.42
Final RCT Score	50.95	58.17	71.65	78.66
Overall Gain	18.68	22.11	33.13	24.24
Weekly Rate of Gain	0.71	0.84	1.26	0.92

<b>Local District 6</b>				
	2nd Grade (N=182)	3rd Grade (N=214)	4th Grade (N=312)	5th Grade (N=364)
Initial RCT Score	35.26	32.70	41.23	55.16
Final RCT Score	54.37	56.25	77.58	78.74
Overall Gain	19.11	23.55	36.35	23.58
Weekly Rate of Gain	0.73	0.90	1.38	0.90

<b>Local District 7</b>				
	2nd Grade (N=103)	3rd Grade (N=192)	4th Grade (N=258)	5th Grade (N=272)
Initial RCT Score	19.01	24.04	32.34	43.71
Final RCT Score	39.57	47.77	60.13	62.11
Overall Gain	20.56	23.72	27.79	21.40
Weekly Rate of Gain	0.78	0.09	1.06	0.82

<b>Local District 8</b>				
	2nd Grade (N=112)	3rd Grade (N=116)	4th Grade (N=152)	5th Grade (N=205)
Initial RCT Score	27.64	35.73	40.24	52.65
Final RCT Score	48.59	62.36	72.45	79.87
Overall Gain	20.95	26.63	33.21	27.22
Weekly Rate of Gain	0.80	1.01	1.27	1.04

### **Use of Intervention in Extended School Year 2007-2008**

The ESY program for 2007-2008 was conducted for a total of 20 instructional days with 18 instructional days being available for the intervention programs. Approximately 600 teachers were trained to provide elementary literacy and math instruction. Teachers new to the program received training in the implementation of the program whereas teachers experienced with the program received advanced training on additional strategies.

Approximately 4328 students participated in the Voyager TimeWarp program in the 2007-2008 ESY program in grades K-5. The greatest percentage of our students at each grade level were identified initially as struggling in terms of nonsense word fluency or oral reading fluency.

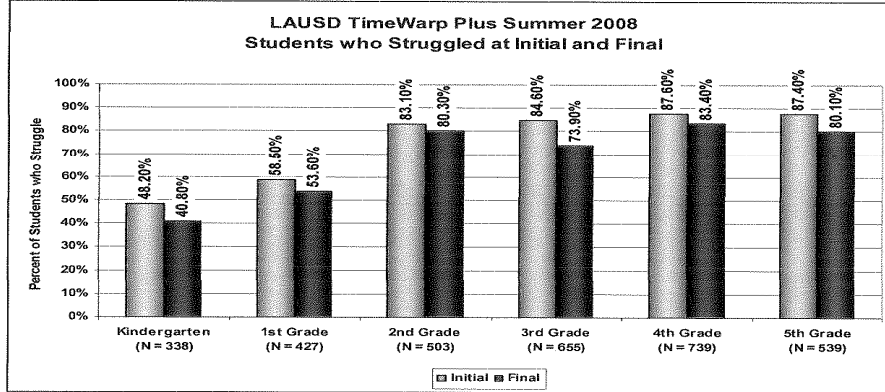
Data from this Extended School Year program indicates notable progress in decreasing the percentage of students with fluency ranges that fell in the struggling category (see Table 9 below) Overall, the percentage of struggling students decreased from 81.7% to 75.6% for students with Reading Connected Text (RCT) measures and from 49.4% to 40.7% for students with Nonsense Word Fluency (NWF). For the purposes of ESY, maintenance is the main goal and this accelerated growth is a bonus.

Students at all grades levels showed progress with both Nonsense Word Fluency and Reading Connected Text (see Figures 2 and 3 below).

Table 9.  
Progress of Students who Started Struggling

Grade	Number of Students Struggling at Summer B1	Number of Students Struggling at Summer B2	% Change in Struggling of the Students who started Struggling
K	163	138	15.3%
1GR (RCT Only)	250	229	8.4%
2GR	418	404	3.3%
3GR	554	484	12.6%
4GR	647	616	4.8%
5GR	471	432	8.3%
Total	2503	2303	8.0%

Figure 1.  
Progress for Students who Struggled – RCT and NWF



### Progress by Grade Level

The next two figures, Figure 2 and 3, show the progress made by students who received TimeWarp Plus instruction during the 2008 Summer session.

Figure 2.  
NWF Initial and Final Scores for Kindergarten and First Grades

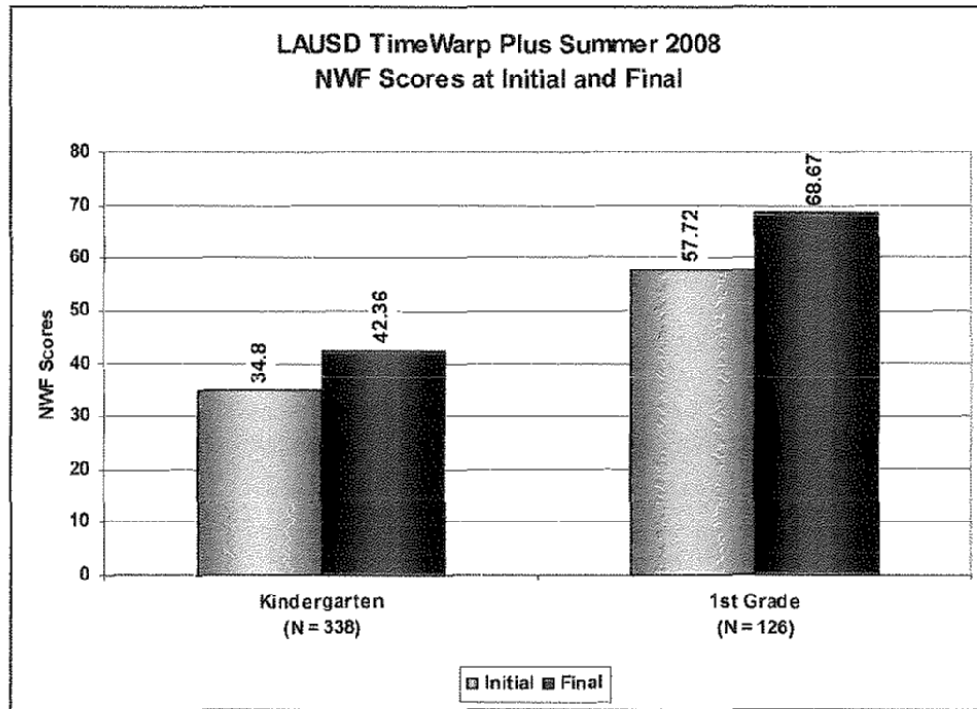
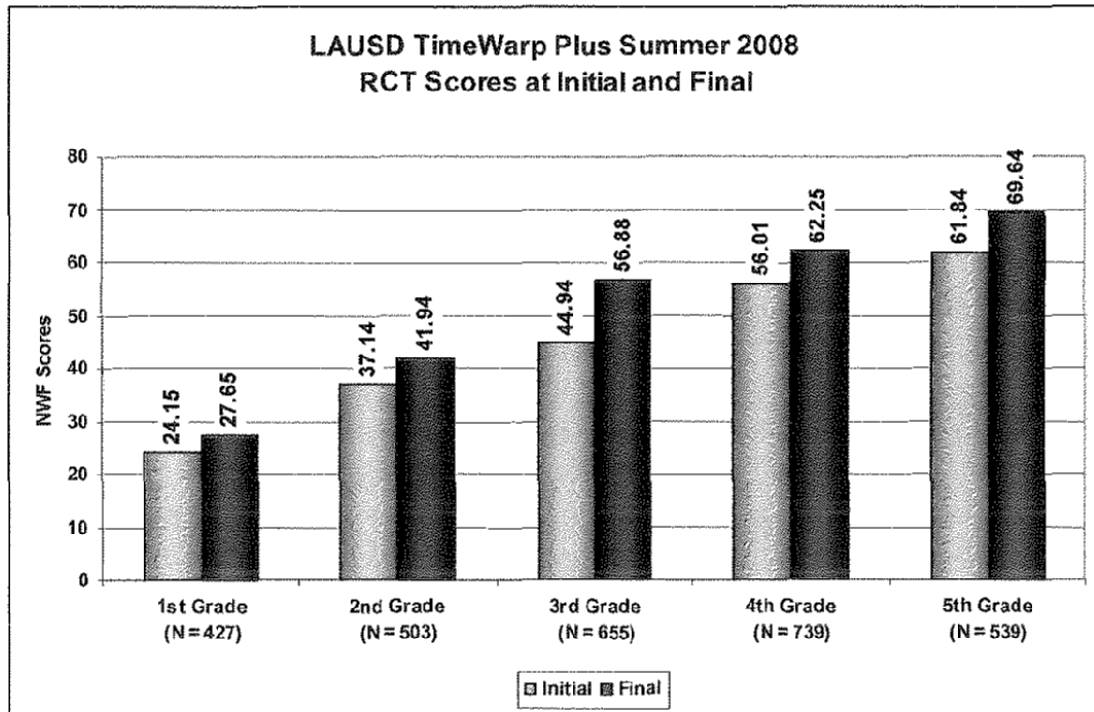


Figure 3.  
RCT Initial and Final Scores for First through Fifth Grades



## CST Data

Students with disabilities showed significant academic gains on the CSTs for 2007-2008. Since the 2006-2007 school year, the District increased the percentage of students with disabilities in the Basic or above categories by 5.2% in English Language Arts and 5.1% in Mathematics.

In elementary ELA, improvements can be attributed to more consistent implementation of the *Voyager Passport* intervention as well as intensive professional development for both special day program and resource specialist teachers. This professional development focused on differentiated instruction, a tiered model of instruction, use of accommodations and modifications, scaffolding, and scheduling for instruction in a span classroom in the core curriculum.

The secondary ELA and math focus in Outcome 2 for the last four years has been to support targeted schools in implementing a tiered approach to support and services for students with disabilities. The strategies have focused on

1. Improving core instruction through professional development and tools designed to support differentiated instruction in the general education program.
2. Providing tools and professional development in Tier 2 interventions to be provided in the Learning Center.
3. Implementation of the use of an evidence-based Tier 3 program: LANGUAGE!!.

In addition, a strong focus was placed on the use of evidenced-based interventions in Extended School Year (ESY) with the use of Reading Excellence Word Attack and Rate Development Strategy (REWARDS) and the use of Voyager Math.

The goal of the plan was to build out of the existing structures including standards-based core instruction and Tier 3 intervention and to provide Tier 2 intervention through the use of effective practices in the learning center.

Current CST data indicates the following for current students in 6-8<sup>th</sup> grade:

<b>ELA</b>	<b>FBB</b>	<b>BB</b>	<b>B</b>	<b>Pro</b>	<b>Adv</b>	<b>MATH</b>	<b>FBB</b>	<b>BB</b>	<b>B</b>	<b>Pro</b>	<b>Adv</b>
Total	45%	31%	19%	4%	1%	Total	32%	45%	16%	6%	1%
RSP	33%	35%	26%	6%	1%	RSP	22%	47%	22%	8%	2%
SDP	67%	24%	7%	1%	0%	SDP	51%	42%	5%	1%	0%

<b>ELA</b>	<b>Total</b>	<b>RST</b>	<b>SDP</b>	<b>% of Total falling FBB and BB</b>
2007	11292			* 69%
2008	10625	6758	3867	* 67%

\* Data is best estimate

## Learning Centers

Improved literacy and mathematics scores on the CSTs, particularly at the secondary level, may be attributed to the effectiveness of instructional interventions provided through the learning center.

The quality of implementation and instruction through the learning center continues to improve through professional development and support of both special and general educators. Within the learning center

context, teachers are explicitly teaching strategies for learning, pre-teaching and re-teaching for the core curriculum, providing targeted interventions including secondary electives and continuously monitoring student progress.

The Division of Special Education, Support Units and Local District administrators continue to support the use of evidenced-based programs and strategies to meet the needs of students through the provision of materials, training, and coaching.

### 2007-2008 Activities

The District worked collaboratively with Secondary Instruction to enhance instruction in the core curriculum (Tier 1). All instructional guides and training on the instructional guides included a section on Universal Access for diverse learners.

Five options were available to middle schools to provide intervention to middle school students with disabilities performing in the BB or FBB level in ELA. The use of the Learning Center was the most frequent method of intervention. The following options were available for intervention:

- an elective through the Learning Center with a focus on strategy instruction and targeted intervention
- Beyond the Bell programs
- reading elective, or
- intervention embedded in the special day program core instruction.
- District identified Tier 3 intervention program; Developing Reader’s and Writer’s Course

Tier 3 Interventions were provided through the Developing Readers and Writers program using the LANGUAGE! curriculum. This program provides the basic fundamentals of reading in a two-hour block.

Number of students participating in intervention by program:

<b>ELA</b>	Learning Center	DRW 1	DRW 2	Beyond the Bell Fall	Beyond the Bell Spring	Total with intervention
Total	1534	869	847	374	611	4235

In collaboration with each Local District literacy team, professional development was provided to over 350 middle school special education teachers, literacy coaches, and administrators on the use of the English/Language Arts concept lessons with students with disabilities. Special Day Program teachers were provided with a supplement to the ELA Instructional Guide containing pacing adaptations, scaffolded tools and instructional supports for the 7<sup>th</sup> grade.

## IMPLEMENTATION OF THE 2007-2008 TARGETED STRATEGY PLAN

The Division of Special Education has had significant and productive collaboration during 2007-2008 with both elementary and secondary general education programs to institutionalize a tiered model of service delivery for all students with an emphasis on serving students with disabilities in the most appropriate ELA and mathematics instructional programs. This collaboration is clearly evident in the District's Program Improvement Local Education Agency Plan, Year 3, Corrective Action which is District and State approved. The collaboration and activities outlined in this plan involve not only the implementation of curriculum but also professional development for all teachers to improve their pedagogy in working with our most at risk student population. Many of the strategies and activities within this plan are an extension of the Targeted Strategy Plan, Outcome 2 2007-2008.

The three components of a tiered model, co-planning, co-teaching, and the learning center have increasingly emerged at each of our targeted schools. However, in an effort to increase the effectiveness of these components, the District must continue with professional development for administrators and teachers at elementary and secondary schools as well as monitoring student progress as a result of the implementation of tiered models

Although the elementary intervention programs, particularly *Voyager Passport*, have proven effective at targeted schools, our students with disabilities continue to lag behind their non-disabled peers in terms of academic achievement in ELA and mathematics. In order to close this achievement gap at an accelerated rate, the District proposes continuing the intervention programs but also focusing on more effective and consistent implementation of the core ELA program. To facilitate this, the Division applied for and was granted a SETPD grant from the State that allows us to provide ten days of training over a two year period for special education teachers in strategies to implement the core program within the context of the special day program. Division of Special Education staff in collaboration with general education specialists developed this comprehensive program that the State has recognized as an exemplary training module for special educators. As such, the District has been designated as a State approved provider and may provide training to other districts throughout the State on these methodologies and strategies. The implementation of this training is a joint effort of special and general education and is being supported by literacy coordinators and coaches at the Local District and school site levels. This increased emphasis on quality first teaching in the core combined with an effective intervention program should yield increasingly high levels of achievement for elementary students with disabilities in the area of literacy.

In mathematics, elementary students made significant gains as measured by the CSTs. These gains may be attributed to the use of learning center interventions, a consistent mathematics program for ESY, and also the effect of improved reading capacity of the students at targeted schools. As the students are able to decode problems and follow directions more efficiently, mathematics skills are likely to benefit.

At the secondary level, the Division monitored the implementation of general and special education interventions for students with disabilities. Although the students demonstrated significant achievement in both ELA and mathematics mainly through the teaching of access strategies through the learning center, the number of students participating in all the available interventions was not as high as anticipated. In an effort to ensure that students with disabilities are being included in these appropriate interventions, particularly the Developing Readers and Writers program, the Division of Special Education has been collaborating with secondary general education to ensure that clear, concise information regarding eligibility for interventions is provided to schools. We are also regularly monitoring student enrolment in programs through the Bridge Coordinators and the office of secondary instruction. As with elementary core curriculum, the students make the most progress when solid intervention programs are linked to strong core instruction. In order to ensure that secondary students are receiving quality instruction in the core curriculum, the Division of Special Education is collaborating with general education programs to ensure that all special educators are provided with the same professional development as their general education peers with the Mathematics Instructional Guides and the ELA Instructional Guides. Similarly, these teachers will be provided with the guides and ongoing

training around the components of instruction. The strengthening of instruction for the special day program students in the core ELA and mathematics programs will enhance their academic achievement.

The Division will continue to strengthen the use of the multi-tiered approach to providing services and supports to secondary students. Collaboration between the Division of Special Education and Secondary Instruction will continue to be a critical focus for improving access to core instruction (Tier 1). Professional development with targeted groups on differentiated instruction, strategic use of co-teaching, and effective use of the Learning Center to teach access strategies will continue and expand.

Effective use of the Learning Center is a powerful model to provide targeted intervention for students with disabilities. Appropriate intervention materials have been provided to all secondary middle schools. Professional development provided through the support units will continue to schools in understanding how to use the materials successfully. In addition, collaboration with Beyond the Bell will continue to ensure students are attending afterschool intervention.

Tier 3 intervention will be provided through ongoing use of the Developing Readers and Writers program. In May 2008, the Division communicated to all elementary schools that all students with disabilities were to be assessed for potential placement in DRWC in middle school.

Students continue to benefit from a structured ELA and mathematics program during Extended School Year. Although this period of four weeks for elementary and middle school students is of limited duration, the impact on both student achievement and attitude has been considerable. High school students frequently use the six weeks of ESY for credit recovery and are not involved as significantly in intervention programs so the impact of the program is not as readily noticeable. However, good progress was indicated particularly with mathematics programs and the Division will continue to offer ELA and mathematics interventions in the summer that enhance their access to the core content.

## **CONCLUSION**

Research and data indicate that targeted intervention programs supplementing a strong core curriculum have a significant impact on student achievement in literacy and in mathematics as well as assisting students in accessing other core content. At the elementary level, key findings have included the significance of ongoing progress monitoring in addition to benchmarking to enhance student learning; the importance of appropriate identification of second graders for the ongoing intervention program and matching them with the correct intervention level; and the need to implement professional development that assists special education teachers in implementing the core curriculum effectively.

At the secondary level, issues related to scheduling and course requirements for credits continue to impact the full implementation of intervention programs. The focus in 2007-2008 was to ensure that students with disabilities participated in the general education intervention programs such as the Developing Readers and Writers Program (DWRP) for a double block of time. Schools were provided materials and training to implement an elective through the learning center as a supplement to the core for those students who were not eligible for DRWP. Schools were also encouraged to provide small group, intensive strategies instruction to assist students with disabilities in accessing the core curriculum. The Division of Special Education in collaboration with Secondary Instruction continues to monitor student enrollment in appropriate intervention programs at school sites.

Local District and Division of Special Education strategic support is essential in assisting schools to implement and monitor interventions in an appropriate manner for the selected students. This will be continued in the 2009-2010 Targeted Strategy Plan, Outcome 2 through the continued assignment of Least Restrictive Environment Specialists to strategically support targeted schools; by continuing to support the use of the Observation Checklist by Local District personnel; and by providing professional development to school coaches to enhance their knowledge and skills regarding the three-tiered model and research-based intervention strategies.

CST data for 2007-2008 indicates that elementary, middle school, and high school students showed improvement in the percentage of students falling in the basic, proficient and advanced categories. Overall, elementary students in these categories improved by 2.5% in English Language Arts (ELA) and 4.1% in mathematics. Middle school students with disabilities improved by 2.5% in ELA and 2.4% in mathematics. For students with disabilities in high school, the improvement in these three categories was 3.0% in ELA and 1.2% in mathematics.

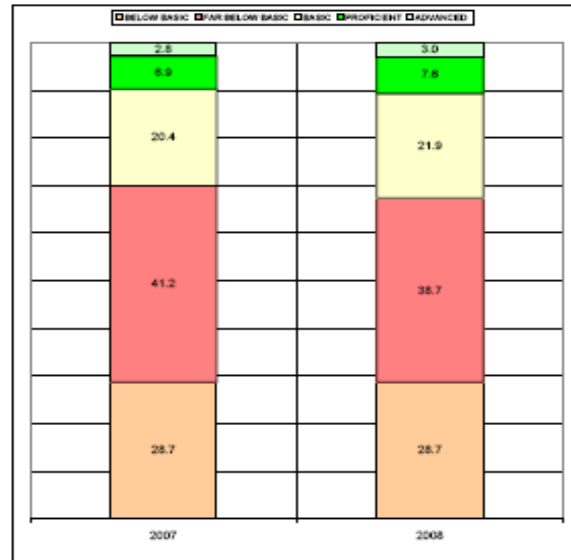
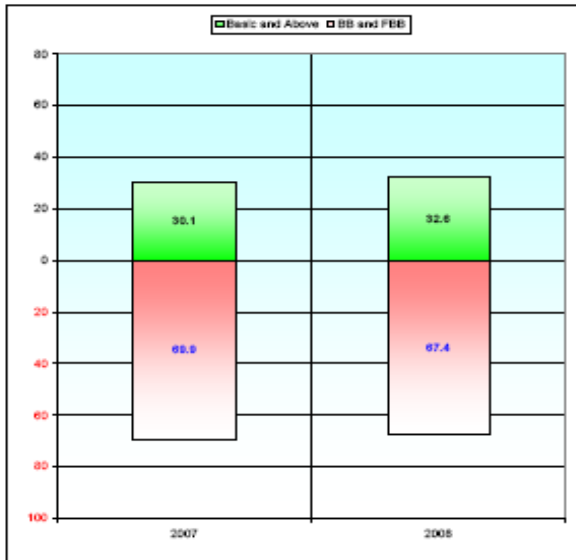
CST ENGLISH LANGUAGE ARTS      Grade Span: ES

	2007	2008
Total # Tested	19,619	19,499
#Basic and Above	5,912	6,357
#BB and FBB	13,707	13,142

Percent at:	2007	2008	Change
Basic and Above	30.1	32.6	
BB and FBB	69.9	67.4	2.5

Performance Level Distribution

Percent at:	2007	2008
ADVANCED	2.8	3.0
PROFICIENT	6.9	7.6
BASIC	20.4	21.9
BELOW BASIC	28.7	28.7
FAR BELOW BASIC	41.2	38.7



CST ENGLISH LANGUAGE ARTS

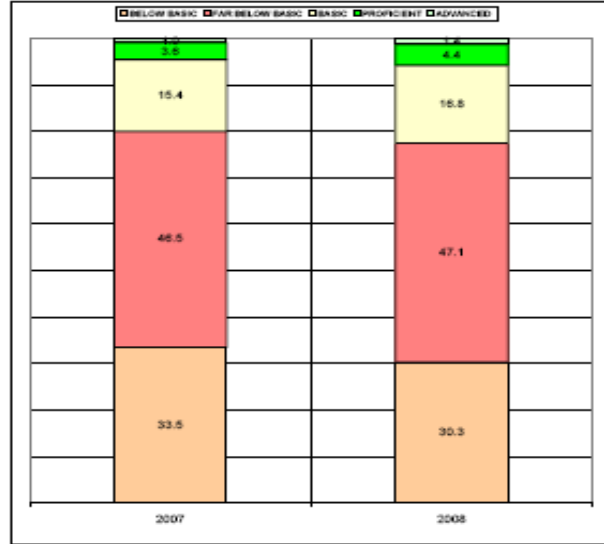
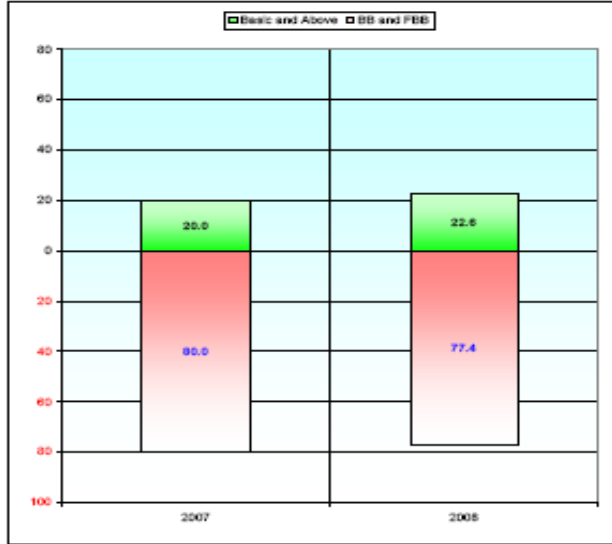
Grade Span: MS

	2007	2008
Total # Tested	16,133	15,596
#Basic and Above	3,230	3,520
#BB and FBB	12,903	12,076

Percent at:	2007	2008	Change
Basic and Above	20.0	22.6	2.5
BB and FBB	80.0	77.4	

Performance Level Distribution

Percent at:	2007	2008
ADVANCED	1.0	1.4
PROFICIENT	3.6	4.4
BASIC	15.4	16.8
BELOW BASIC	33.5	30.3
FAR BELOW BASIC	46.5	47.1



CST ENGLISH LANGUAGE ARTS

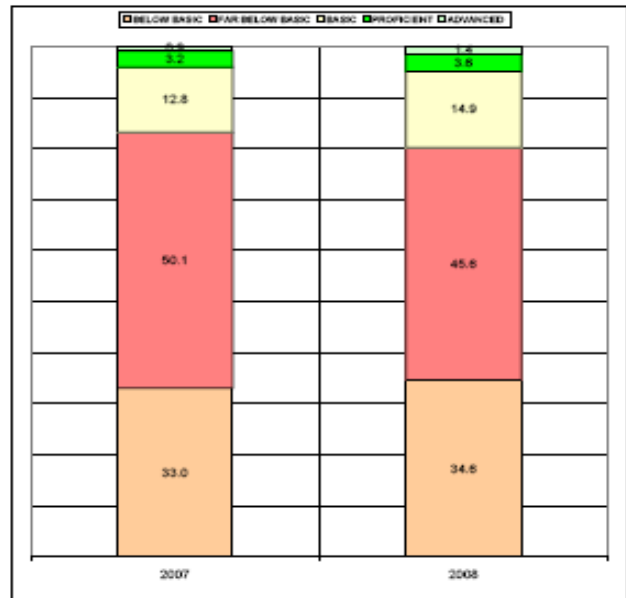
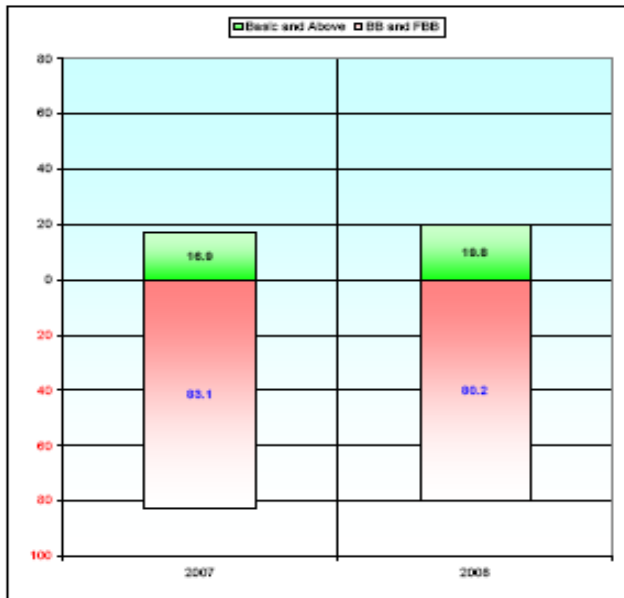
Grade Span: HS

	2007	2008
Total # Tested	13,236	12,807
#Basic and Above	2,236	2,542
#BB and FBB	11,000	10,265

Percent at:	2007	2008	Change
Basic and Above	16.9	19.8	3.0
BB and FBB	83.1	80.2	

Performance Level Distribution

Percent at:	2007	2008
ADVANCED	0.9	1.4
PROFICIENT	3.2	3.6
BASIC	12.8	14.9
BELOW BASIC	33.0	34.6
FAR BELOW BASIC	50.1	45.6



CST MATHEMATICS

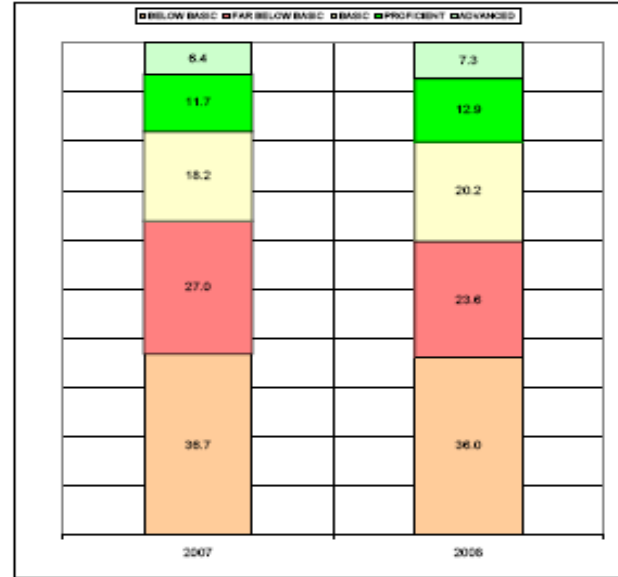
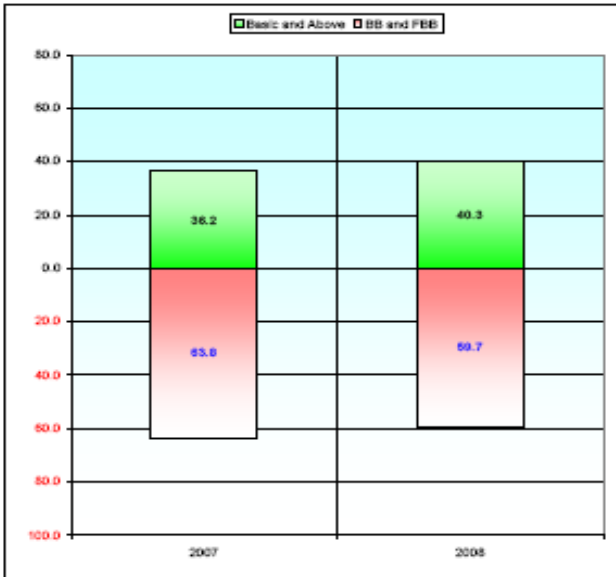
Grade Span: ES

	2007	2008
Total # Tested	20,631	20,027
#Basic and Above	7,478	8,080
#BB and FBB	13,153	11,947

Percent at:	2007	2008	Change
Basic and Above	36.2	40.3	
BB and FBB	63.8	59.7	4.1

Performance Level Distribution

Percent at:	2007	2008
ADVANCED	6.4	7.3
PROFICIENT	11.7	12.9
BASIC	18.2	20.2
BELOW BASIC	27.0	23.6
FAR BELOW BASIC	36.7	36.0



CST MATHEMATICS

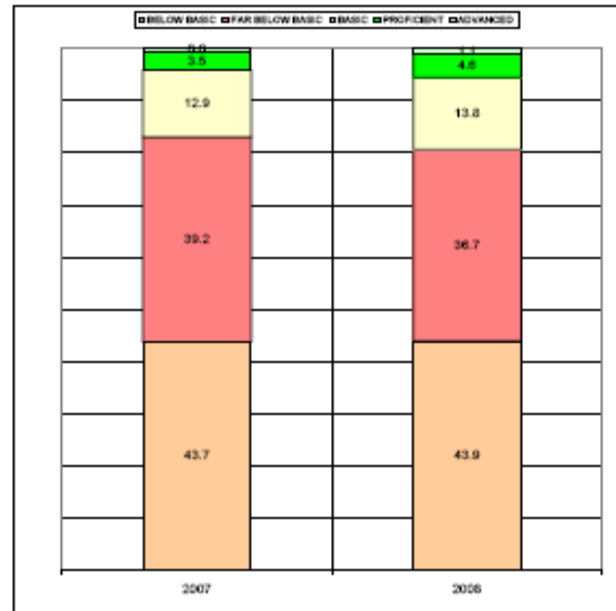
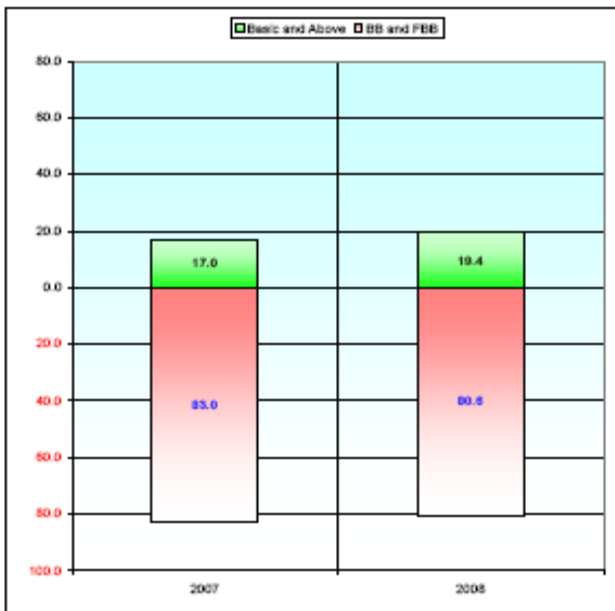
Grade Span: MS

	2007	2008
Total # Tested	16,621	15,975
#Basic and Above	2,830	3,097
#BB and FBB	13,791	12,878

Percent at:	2007	2008	Change
Basic and Above	17.0	19.4	
BB and FBB	83.0	80.6	2.4

Performance Level Distribution

Percent at:	2007	2008
ADVANCED	0.6	1.1
PROFICIENT	3.5	4.6
BASIC	12.9	13.8
BELOW BASIC	39.2	36.7
FAR BELOW BASIC	43.7	43.9

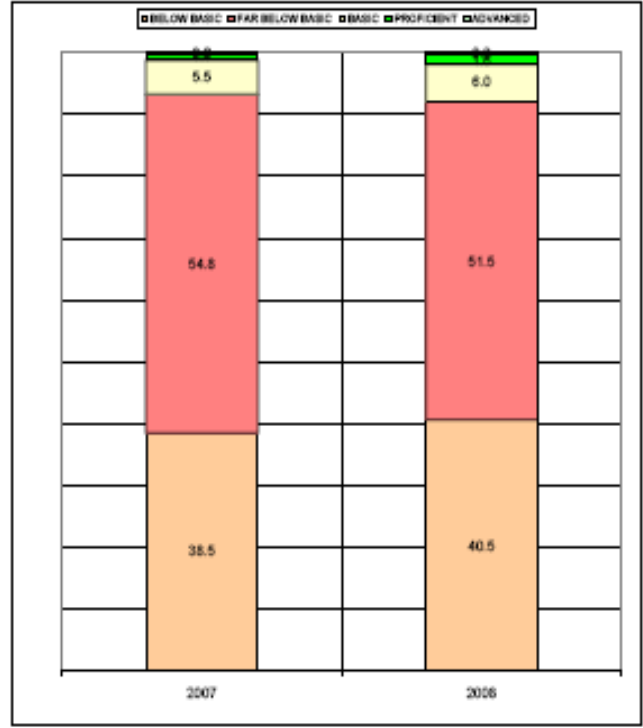
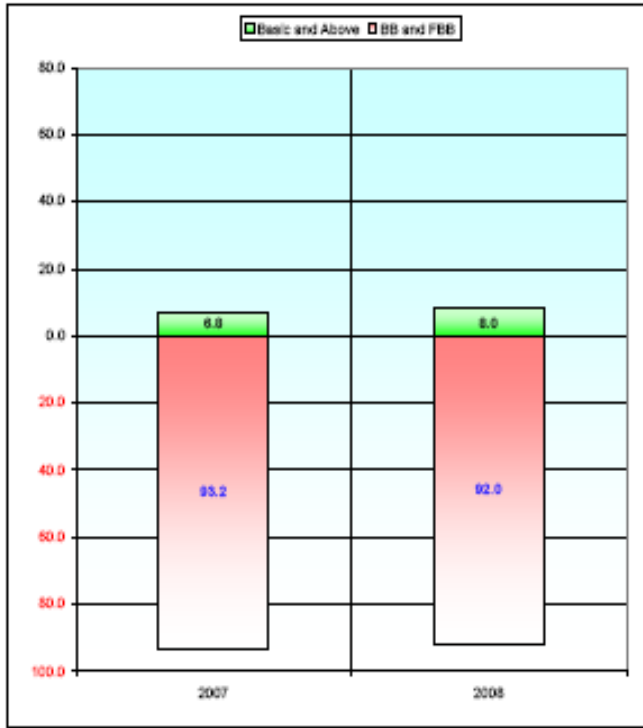


	2007	2008
Total # Tested	11,124	10,698
#Basic and Above	753	854
#BB and FBB	10,371	9,844

Percent at:	2007	2008	Change
Basic and Above	6.8	8.0	1.2
BB and FBB	93.2	92.0	

Performance Level Distribution

Percent at:	2007	2008
ADVANCED	0.2	0.3
PROFICIENT	1.1	1.6
BASIC	5.5	6.0
BELOW BASIC	38.5	40.5
FAR BELOW BASIC	54.8	51.5



In September 2007, LAUSD was notified of the District’s Program Improvement (PI) year 3 status. The District met 43 of 46 Adequate Yearly Progress (AYP) criteria, but did not meet the graduation rate requirements or the annual measurable objectives for ELA for both English learners and students with disabilities. In March 2008, the State Board of Education took corrective action and LAUSD was placed in the ranking of “light” for the intensity of technical assistance required. As such, the LEA had to amend its LEA Plan or Plan addendum identifying objectives and action steps to fully implement the corrective action. The LAUSD plan details the requirements to include professional development for teachers and administrators as well as interventions for all students working below grade level standards, especially English learners and students with disabilities. As such, the needs of students with disabilities have been addressed in all content areas within the plan. Additionally, schools are being provided with professional development, coaching, and technical support to ensure the implementation of a three tiered model of instruction. The implementation of this LEA Plan should have significant impact on the instructional programs for students with disabilities during the 2009-2010 school year.

The District proposes continuing these primary strategies—continued institutionalization of tiered models of service delivery to increase access and achievement of students with disabilities in the core curriculum in coordination with general education, continued implementation of research-based interventions in English/language arts and math, accountability for implementation of IEP designated accommodations, and provision of strategic support in the development of learning centers through monitoring of the Observation Checklist by Least Restrictive Environment Specialists and Local District personnel—as the key strategies that will significantly impact LAUSD’s opportunity to achieve the targets identified for Outcome 2 within the year. The District’s proposed amendments and plan for Outcome 2 follows.

**TARGETED STRATEGY PLAN**  
**Key Strategies to Achieve MCD Outcomes**  
**2006-2007**  
**2007-2008**

**Approved by the Independent Monitor August 11, 2006**  
**Amended June 20, 2007**

**Approved by the Independent Monitor July 16, 2007**  
**Approved by the Independent Monitor March 26, 2008**  
**Approved by the Independent Monitor June 6, 2009**

**OUTCOME #2: Performance in the Statewide Assessment Program**—The percentage of students with disabilities in Grades 2-11 participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.

<b>2-1</b>	<p><b>STRATEGY:</b> Continue to institutionalize tiered models of service delivery through professional development for general education and special education teachers to increase access and achievement of students with disabilities in the core curriculum, including implementation of instructionally appropriate learning centers, in targeted local districts and schools.</p> <p><b>RESOURCE ALLOCATION:</b> \$1.5 million (Program Improvement-LEA Year 3 Corrective Action Grant);\$3.0 million over 2 years (SB472 Set PD grant)</p>
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**CONTINUE 2-1.1:** *Continue to target lowest performing schools as measured by CST data for support through professional development and coaching for leadership and school teams in the effective implementation of tiered models of service delivery for students with disabilities.*

**Local District Target Criteria:** Local Districts with a high percent (60% or more) of students with disabilities achieving at the Far Below Basic and Below Basic categories in English Language Arts and/or Mathematics based on 2004-2005 CST data will be targeted for institutionalizing tiered models of integrated service delivery.

**School Target Criteria:** Schools within each targeted local district with a high percent (80% or more) of their students with disabilities achieving at the Far Below Basic and Below Basic categories in English Language Arts and/or mathematics based on 2004-2005 CST data will be targeted for institutionalizing tiered models of integrated service delivery.

**Accountable Personnel:**

**Associate Superintendent, Division of Special Education**

- Identify target districts and schools.
- Analyze current school structures with the Local District and school to develop a plan, including quarterly benchmarks, for the implementation of tiered approaches and make recommendations for integrated professional development and interventions.
- Provide professional development for administrative-teacher school teams.
- Provide coaching support.
- Monitor implementation.

**Local District Superintendents**

- Collaborate in strategy implementation.
- Hold principals accountable for increased academic performance of students with disabilities.

- Hold bi-yearly meetings with targeted schools to define goals, mission and expectations, and review data regarding the implementation of tiered approaches to service delivery for students with disabilities.

**Targeted School Principals**

- Supervise implementation through on-site reviews, team meetings, and academic progress monitoring.
- Monitor the master schedule to ensure equity, access, and support to cores and teams at middle school and small learning communities at high schools.

**Initiation Timeline:** August 2007

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
December 2009	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists using the school plan, an implementation checklist and a review of math and/or English Language Arts student data.
May 2010	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists using the school plan, an implementation checklist, and a review of math and/or English Language Arts student data.

**DELETED 2-1.2:** *Review senior high learning centers for defined district-wide learning center operational standards and appropriate instructional materials that address the achievement needs of senior high students with mild-to-moderate disabilities.*

**DELETED 2-1.3:** *Review middle school learning centers for defined district-wide learning center operational standards and appropriate instructional materials that address the achievement needs of senior high students with mild-to-moderate disabilities.*

**DELETED 2-1.4:** *Review elementary school learning centers for defined district-wide learning center operational standards and appropriate instructional materials that address the achievement needs of senior high students with mild-to-moderate disabilities.*

**ADD 2-1.5:** *Incorporate additional strategies for differentiating instruction including the four access strategies identified by the District (instructional conversations, academic language development, cooperative learning structures and graphic organizers/visual patterns) into professional development offered in the core curriculum for ELA and mathematics.*

**Accountable Personnel:**

**Associate Superintendent, Division of Special Education**

- Identify target districts and schools.

**Chief Academic Officer**

- Provide professional development for administrative-teacher school teams.
- Provide coaching support.
- Monitor implementation.

**Local District Superintendents**

- Collaborate in strategy implementation.
- Ensure inclusion of strategies for differentiation in Local District professional development
- Hold principals accountable for increased academic performance of students with disabilities.

**Targeted School Principals**

- Supervise implementation of differentiated strategies within core content through grade level/department meetings, and academic progress monitoring.

**Initiation Timeline:** November 2009

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
January 2010	Progress monitoring of implementation of strategies within professional development activities as outlined in the LEA Plan.
May 2010	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists using the LEA Plan, an implementation checklist, and a review of math and/or English Language Arts student data.

**ADD 2-1.6:** *Provide ongoing professional development regarding effective pedagogy within the learning centers for elementary, middle and high school administrators and teachers.*

**Accountable Personnel:**

**Associate Superintendent, Division of Special Education**

- Identify target districts and schools.
- Analyze current school structures with the Local District and school to develop a plan, including quarterly benchmarks, for the implementation of tiered approaches and make recommendations for integrated professional development and interventions.
- Provide professional development for Local District support teams.
- Provide coaching support.
- Monitor implementation.

**Local District Superintendents**

- Hold principals accountable for increased academic performance of students with disabilities.
- Provide professional development for school teams in the implementation of effective pedagogy.
- Provide professional development for school teams regarding the tiered model of instruction.

**Targeted School Principals**

- Supervise implementation through grade/department meetings, and academic progress monitoring.
- Monitor the master schedule to ensure equity and access to effective pedagogy within the learning centers.

**Initiation Timeline:** November 2009

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
January 2010	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists using the school plan, master schedule, an implementation checklist and a review of math and/or English Language Arts student data.
May 2010	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists using the school plan, master schedule, an implementation checklist, and a review of math and/or English Language Arts student data.

**ADD 2-1.7:** *Provide professional development and school level support including coaching that is designed to enhance core literacy instruction through the SB472 Open Court Reading 5-day training designed for special education teachers.*

**Accountable Personnel:**

**Associate Superintendent, Division of Special Education**

- Identify target districts and schools.
- Analyze current school structures with the Local District and school to develop a plan, including quarterly benchmarks, for the implementation of tiered approaches and make recommendations for integrated professional development and interventions.
- Provide technical and fiscal support for the implementation of SB472.
- Provide professional development for administrative-teacher school teams.
- Monitor implementation.

***Chief Academic Officer***

- Provide coaching support and integrated professional development opportunities

**Local District Superintendents**

- Collaborate in professional development and implementation.
- Hold principals accountable for increased academic performance of students with disabilities in ELA.
- Hold bi-yearly meetings with targeted schools to define goals, mission and expectations, and review data regarding the implementation of tiered approaches to service delivery for students with disabilities.

**Targeted School Principals**

- Supervise implementation through on-site reviews, team meetings, and academic progress monitoring.

**Initiation Timeline:** September 2009

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
December 2009	Numbers of eligible teachers trained at targeted schools in OCR implementation for special day programs.
May 2010	Progress monitoring of English Language Arts student data.

**ADD 2-1.8: Provide professional development to targeted middle schools personnel (SDP teachers, coaches, administrators) on the use of core literacy in special day classes using an adapted version of the ELA Instructional Guide.**

**Accountable Personnel:****Associate Superintendent, Division of Special Education**

- Analyze current school structures with the Local District and school to develop a plan, including quarterly benchmarks, for the implementation of tiered approaches and make recommendations for integrated professional development and interventions.
- Provide professional development for administrative-teacher school teams.
- Monitor implementation.

**Local District Superintendents**

- Identify special education teachers who have not received training with the ELA Instructional Guide.
- Provide support for the ongoing training of special education teachers with the ELA Instructional Guides.
- Ensure that special education teachers have access to the ELA Instructional Guide training and receive a copy of the guide.
- Hold principals accountable for increased academic performance of students with disabilities.

**Targeted School Principals**

- Supervise implementation through on-site reviews, team meetings, and academic progress monitoring.
- Ensure that special education teachers participate in the ELA Instructional Guide training and implementation meetings (e.g. department/grade meetings).

**Initiation Timeline:** July 2009

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
December 2009	Special education teachers have received 2 days of training on the ELA Instructional Guides and are implementing strategies in classrooms as monitored by the Local District.
May 2010	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists using the school plan, an implementation checklist, and a review of English Language Arts student data.

<b>2-2</b>	<p><b>STRATEGY:</b> Continue a research-based intervention, including a response to intervention (RtI) program for English/Language Arts, in addition to the core curriculum using the same target criteria as for the first strategy.</p> <p><b>RESOURCE ALLOCATION:</b> \$1.5 million (Program Improvement-LEA Year 3 Corrective Action Grant as in strategy 2-1)</p>
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**CONTINUE 2-2.1:** *Incorporate the research-based Tier II literacy intervention program, Voyager TimeWarp Plus with publisher support into elementary ESY English/Language Arts instruction during 2008-2009 ESY for students with disabilities*

**Accountable Personnel:**

*Associate Superintendent, Division of Special Education*

- Purchase program materials.
- Provide training for new teachers of ESY programs so that they can implement literacy intervention program.
- Oversee ESY implementation.

*Elementary School ESY Principals*

- Supervise ESY implementation of literacy program.

**Initiation Timeline:** July 2006

**Progress Monitoring:**

Intervals	Indicators
September 2010	Vital Indicators of Progress

**REVISED 2-2.2:** *Continue to support the Voyager Passport literacy intervention program with publisher and Least Restrictive Environment Specialist support to elementary schools on target list with an emphasis on benchmarking and progress monitoring.*

**Accountable Personnel:**

*Associate Superintendent, Division of Special Education*

- Identify target schools based on CST data.
- Provide training for additional teachers of students with disabilities in targeted schools for full implementation.

*Local District Superintendents and Directors*

- Supervise implementation through progress monitoring and school visits of target schools.

*Elementary Principals*

- Supervise the implementation of literacy intervention program.
- Track student achievement.

**Initiation Timeline:** July 2007

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
October 2009	Vital Indicators of Progress data entered by schools
November 15, 2009	Report to the Independent Monitor the names and schools of teachers who fail to enter data required by the TSP.
March 2010	Vital Indicators of Progress data entered by schools
April 15, 2010	Report to the Independent Monitor the names and schools of teachers who fail to enter data required by the TSP.
June 2010	Vital Indicators of Progress data entered by schools
July 15, 2010	Report to the Independent Monitor the names and schools of teachers who fail to enter data required by the TSP.

**CONTINUE 2-2.3:** *Continue to incorporate the research-based Tier II math intervention program, TouchMath, with publisher support into elementary ESY math instruction during 2008-2009 ESY for students with disabilities.*

**Accountable Personnel:**

*Associate Superintendent, Division of Special Education*

- Purchase program materials.
- Provide training for teachers of ESY programs to implement math intervention programs.
- Oversee ESY implementation.

*Elementary School ESY Principals*

- Supervise ESY implementation of math program.

**Initiation Timeline:** July 2006

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
September 2010	CST Data

**COMPLETED 2-2.4:** *Provide additional TouchMath materials to elementary learning centers to ensure a range of supplemental instructional tools to support students with mild to moderate disabilities.*

**CONTINUE 2-2.5:** Integrate the English Language Arts evidence-based intervention options available to middle schools to include in-school intervention through the existing DRW program, targeted use of the learning center elective, use of a specially designed reading elective, or after-school interventions provided through the Beyond the Bell program.

**Accountable Personnel:**

*Associate Superintendent, Division of Special Education*

- Identify target schools based on CST data.
- Support integrated training for teachers of students with disabilities and general education teachers to provide ELA interventions in target schools.

*Local District Superintendents and Directors*

- Supervise implementation through progress monitoring and school visits of target schools.

*Secondary Principals*

- Allocate necessary school resources.
- Oversee implementation of ELA intervention program.
- Track student achievement.

**Initiation Timeline:** July 2007

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
December 2009	Enrolment data for students with disabilities in intervention programs including learning centers.
April 2010	Progress monitoring and review of student ELA data.

**REVISED 2-2.6:** *Integrate the Math evidence-based intervention options available to middle schools to include in-school intervention through the existing Algebra Readiness course for 8<sup>th</sup> grade students performing below basic or far below basic; targeted use of the learning center elective for 6<sup>th</sup> and 7<sup>th</sup> grade students performing below basic or far below basic; use of the evidence based math intervention supplemental curriculum in the learning center or special day class; or after-school interventions provided through the Beyond the Bell program.*

**Accountable Personnel:**

*Associate Superintendent, Division of Special Education*

- Communicate to targeted schools the requirement for intervention for students with disabilities and the various methods to provide targeted intervention.
- Continue to provide training on the use of the Algebra Ready supplemental curriculum for use in the learning center or specially designed reading elective.
- Provide decision making guidelines as to placement of students into appropriate intervention programs.
- Train schools on a web-based progress monitoring process designed to monitor math improvements in student with disabilities bimonthly.

**Local District Superintendents**

- Supervise implementation through progress monitoring and school visits of target schools

**Middle School Principals**

- Monitor the master schedule to ensure all students with disabilities performing at the below basic or far below basic levels are programmed into at least one approved intervention program,
- Supervise the effectiveness of the interventions through on-site observations and team meetings with an analysis of student progress monitoring data.

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
December 2009	Data regarding student participation in intervention programs
April 2010	Data regarding student participation in intervention programs

**ADD 2-2.7: Continue the use of REWARDS and REWARDS + intervention programs in middle school ESY ELA blocks.**

**Accountable Personnel:**

**Associate Superintendent, Division of Special Education**

- Purchase program materials.
- Provide training for teachers of ESY programs so that they can implement literacy intervention program.
- Provide the following data to the Office of the Independent Monitor
- Oversee ESY implementation.

**Middle School ESY Principals**

- Supervise ESY implementation of literacy program.

**Initiation Timeline:** July 2009

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
October 2009	Student pre and post test REWARDS.

**ADD 2-2.8: Monitor the enrollment of students with disabilities in the DRW program.**

**Accountable Personnel:**

**Associate Superintendent, Division of Special Education**

- Identify target schools based on CST data.
- Collaborate with Secondary Instruction regarding dissemination of information regarding eligibility for DRW programs.

**Local District Superintendents and Directors**

- Supervise implementation through progress monitoring and school visits of target schools.

**Secondary Principals**

- Allocate necessary school resources.
- Oversee implementation of ELA intervention program.
- Track student achievement.

**Initiation Timeline:** September 2009

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
December 2009	Enrolment data for students with disabilities in DRWP.
April 2010	Enrollment data for students with disabilities in DRWP

**ADD: 2-2.9:** *Continue to incorporate the research-based math intervention (VMath or Algebra Readiness) into the ESY math block at middle school.*

**Accountable Personnel:**

**Associate Superintendent, Division of Special Education**

- Purchase program materials.
- Provide training for teachers of ESY programs to implement math intervention programs.
- Oversee ESY implementation.

**Middle School ESY Principals**

- Supervise ESY implementation of math program.

**Initiation Timeline:** July 2009

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
December 2009	Pre/post student data

<b>2-3</b>	<b>STRATEGY:</b> Make public the information and hold accountable all applicable school personnel to implement IEP designated accommodations for instruction and test situations. <b>RESOURCE ALLOCATION:</b> No additional resource allocation necessary.
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**COMPLETED: 2-3.1:** *Train APEIS, Bridge Coordinators and designated secondary administrators and coordinators in the use of the Welligent Accommodations and Modifications School Report to be used by teachers and testing coordinators in providing instructional and testing accommodations.*

**REVISED 2-3.2: Continue to hold applicable school staff accountable for using instructional and testing accommodations in accordance with the IEP as indicated on SIS test rosters and the Welligent Accommodations and Modifications Report.**

**Accountable Personnel:**

**Assistant Superintendent, Planning, Assessment and Research Branch**

- Include in written testing communications to schools the legal requirement for administering statewide assessments in accordance with the testing accommodations specified in students' IEPs.

**Local District Superintendents and Directors**

- Hold principals accountable for school staff using instructional and testing accommodations in accordance with students' IEPs through application of District administrative discipline procedures.

**School Principals**

- Hold applicable school staff (testing coordinators and teachers of students with disabilities) accountable for appropriate instructional and testing use of IEP designated accommodations as specified in Welligent accommodations reports.

**Initiation Timeline:** September 2007

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
Spring 2010	Principal certification