

TARGETED STRATEGY PLAN—MCD OUTCOME 7A

INTRODUCTION

The Office of the Independent Monitor’s *Report on the Progress and Effectiveness of the Los Angeles Unified School District’s Implementation of the Modified Consent Decree during the 2007-2008 School Year, October 1, 2008*, identifies two outcomes for students with the most severe disabilities.

The revised Outcome 7A requires the District to increase the percentage of students with disabilities, ages 6-18, with eligibilities other than specific learning disabilities (SLD), speech language impairments (SLI), and other health impairment (OHI) placed in the general education setting for 40% or more of the day to 51%. During the 2007-2008 school year 46.96% of students with all other eligibilities were placed in the general education classroom for 40% or more of the day. It is important to note that the 2007-2008 data presented for Outcome 7A were modified to exclude all students with the primary eligibility of OHI and all students ages 19-22.

The revised outcome data, excluding students with an OHI eligibility and ages 19-22, indicates that as of the Independent Monitor’s October 1, 2008 report, the District is near 47% in achieving part 7A of this outcome. Assuming that the population remains the same for the 2008-2009 school year, the District must integrate an additional 630 students with disabilities other than SLD/SLI/OHI.

Students (Ages 6-18) with all Other Disabilities (Excluding SLI, SLD and OHI, and Students Ages 19-22) Placed in General Education 40% or More of the Instructional Day

School Year	Total # of Students	# of Students 40% or more	% of Students 40% or more
2007-08	15, 131	7,106	46.96%
2006-07	14,328	5,433	37.92%
2005-2006	14,147	4,133	29.21%

Data Source: Office of the Independent Monitor, Los Angeles Unified School District, October 1, 2008

PERFORMANCE

The performance for the 2007-2008 school year was based on the Modified Consent Decree as negotiated on April 21, 2003. In summary it stated that at least 52% of non-SLD/SLI students, ages 6-22 years, were to participate in the general education program for 40% or more of the instructional day. Achievement of Outcome 7 in the 2007-2008 school year was significantly improved compared to the 2005-2006 and 2006-2007.

Percentage of Time in Special Education for Students Other Than SLI or SLD

2005-2006	2006-2007	2007-2008
38.43%	46.61%	54.73%

Data Source: Office of the Independent Monitor, Los Angeles Unified School District, October 1, 2008

The data below shows that there have been gains in the amount of time spent in the general education program across all eligibilities. The District reached the required outcome as required by the Modified Consent Decree. Table 1 indicates significant gains were made in twelve of the fourteen eligibility categories.

Table 1: Percent of Time in Special Education for Students Other Than SLI or SLD

Disability	6/30/2006			6/30/2007			6/30/2008			
	0-60 % in Special Education		61-100 % in Special Education	0-60 % in Special Education		61-100 % in Special Education	0-60 % in Special Education		61-100 % in Special Education	
	Total	#	%	Total	#	%	Total	#	%	
AUT	4,519	1,790	39.61%	2,729	60.39%	6,058	3,484	57.51%	2,574	42.49%
DBL	9	3	33.33%	6	66.67%	6	3	50.00%	3	50.00%
DD	34	11	32.35%	23	67.65%	16	12	75.00%	4	25.00%
DEA	365	49	13.42%	316	86.58%	359	87	24.23%	272	75.77%
ED	3,069	597	19.45%	2,472	80.55%	2,562	618	24.12%	1,944	75.88%
HOH	622	527	84.73%	95	15.27%	872	757	86.81%	115	13.19%
MDH	108	9	8.33%	99	91.67%	84	3	3.57%	81	96.43%
MDO	1,346	59	4.38%	1,287	95.62%	1,368	127	9.28%	1,241	90.72%
MDV	182	11	6.04%	171	93.96%	153	7	4.58%	146	95.42%
MFR	4,314	600	13.91%	3,714	86.09%	4,222	1,589	37.64%	2,633	62.36%
OHI	4,557	3,409	74.81%	1,148	25.19%	5,680	4,772	84.01%	908	15.99%
OI	642	435	67.76%	207	32.24%	692	545	78.76%	147	21.24%
TBI	183	77	42.08%	106	57.92%	167	96	57.49%	71	42.51%
VI	233	180	77.25%	53	22.75%	246	207	84.15%	39	15.85%
Totals	20,183	7,757	38.43%	12,426	61.57%	22,485	12,307	54.73%	10,178	45.27%

IMPLEMENTATION OF THE TARGETED STRATEGY PLAN

The 2007-2008 Targeted Strategy Plan, approved by the Independent Monitor on November 26, 2007, targeted schools with students identified as having one or more specific eligibilities: autism (AUT), mental retardation (MR), other health impaired (OHI) and emotionally disturbed (ED). Schools with ten or more students with these specific eligibilities became the target schools, whether or not they were individually achieving the outcome.

All target schools who had not met the designated outcome (at the end of the 2006-2007 school year) attended a required professional development on integration of students with moderate to severe disabilities. The target schools were required to write and submit a "Schoolwide Integration Plan for Effective School Communities". In this plan schools were asked to form a school-wide integration team who would be responsible for monitoring the school's monthly data and assist in the planning of integration opportunities for students as IEP came up for annual or tri-annual reviews. All plans were reviewed by the Support Unit and Division of Special Education and were either approved or returned to the schools if additional information or changes were necessary. Copies of the plans were submitted to the Office of the Independent Monitor. The target schools were required to submit an "on-line" survey which identified their professional development needs in order to achieve the outcome.

Schools that had met the outcome two or more years were identified as "Support Schools". These schools agreed to provide guidance and assistance to those schools struggling to meet the outcome. A list of "Support Schools" was generated which included the eligibilities being served by the school.

Every other month, all schools (including non-target schools) were sent a list of the students whose IEPs were soon to be reviewed. The list included the percentage of time in general education and the amount of time needed to meet the target goal. Schools were counseled to consider the information, but for IEP teams to make decisions based on the needs of the student. Each month, individual school data regarding the percentage of students with disabilities other than SLD and SLI was compiled to exhibit the overall progress each target school was making toward from January 2008 through June 2008. As each month's data was reviewed, Support Unit and Local District staff was able to determine positive or negative status of the outcome and make contact with the school. Using this data, many of the Directors initiated contact with their schools regarding Outcome 7. In November 2007 and January 2008, schools were required to send in an update on plan implementation. In January 2008, a "School Observational Checklist" was developed as a tool to assist the Local District Directors and Support Unit Personnel to assess the school's implementation of their school plan.

Finally a four part professional development on "Differentiated Instruction" was developed by a collaborate team of District and non-District personnel. This module is ready to be implemented for the 2008-2009 school year.

With the above procedures operational, the majority of schools either met or were making progress toward achieving the outcome as indicated by the final report of the Office of the Independent Monitor's issued October 1, 2008. The primary strategies contained in the 2007-2008 TSP-Outcome 7 proved to be effective and with modifications should prove effective in 2008-2009.

PROFESSIONAL DEVELOPMENT 2008-2009

Berends and King (1994) identified that staff should participate in a training design which is based on their local needs. McGregor et al. (1998) states that "professional development is directed by a cohesive school-site plan embedded as much as possible within the job of teaching..." Through conversations with schools and reviews of submitted school integration plans and on-line survey data, it became obvious that professional development concerns were directed to: positive behavior support, differentiated instruction, ability awareness, building assets, facilitating friendships, and universal designs particularly for students with moderate-to- severe disabilities.

The need for differentiated instruction training for all students, rather than only for students with disabilities, was the most widely identified by schools. Strategies, such as the curriculum modification

ladder and levels of student participation, tiering etc. (Gretchen Goodman, "I Can Learn Activities", 2005) are strategies which make it not only possible for more successful integration of students with moderate-to-severe disabilities but assist general education teachers to believe that every student can succeed by utilizing strategies that sweep across learning challenges for all students. With the above in mind, Division of Special Education and staff worked collaboratively with a team of general educators to develop the differentiated instruction modules. This strategy should assist the District in re-aligning the responsibility from Special Education to a collaborative responsibility. Through a unified effort, school personnel are more committed to accepting responsibility for the learning outcome for all students, including those with disabilities, and viewing the challenge of the MCD Outcome 7 as achievable. The same technique will be utilized in the development of any future training.

To ensure that students with disabilities are an integral part of the school community special educators, general educators, school administrators, support personnel, students and parents must come together to identify barriers and plan short and long term goals for providing integration opportunities for students with moderate-severe disabilities. This effort will be supported through the use of a Schoolwide Integration Checklist and prioritization process.

CONCLUSION

The District demonstrated significant growth in the achievement of Outcome 7 during the 2007-2008 school year. Though Outcome 7A is somewhat different in terms of which students are included and excluded in 2008-2009 as compared to 2007-2008, the primary strategy of targeting schools with students with disabilities other than SLD, SLI, and OHI who are in general education less than the MCD target to increase general education placement to 40% or more of the instructional day used in 2007-2008 caused an increase in the integration of students common to the population for both years. The continued use of intensive assistance and professional development on research-based integration strategies and appropriate special education instruction and behavior supports and services are proposed for the 2008-2009 school year as well as continuing the distribution of school letters with attached lists of students whose IEPs are upcoming for review and consideration by IEP teams of increased time in general education classrooms and targeted use of a Schoolwide Integration Checklist. The District believes that the combination of these efforts will support the achievement of Outcome 7A as they did for the achievement of Outcome 7 in 2007-2008.

TARGETED STRATEGY PLAN

Key Strategies to Achieve MCD Outcome, 2008-2009

Submitted to the Independent Monitor November 18, 2008

Approved by the Independent Monitor February 13, 2009

Outcome 7A: Placement of Students with Disabilities (Ages 6-18) with All Other Eligibilities excluding SLI, SLD and OHI. The District will demonstrate a ratio of not less than 51% of students placed in the combined categories of 0-21%, and 21-60% and not more than 49% of students placed in the 61-100% category utilizing instructional minutes as the methodology. In determining whether the District has achieved its outcome, any fraction percentage of .51 or above shall be rounded up to its nearest whole number.

7A-1	Target general education schools with students with disabilities other than SLD, SLI and OHI who are in general education less than the MCD target for the purposes of providing support from integration support teams and focused professional development for increasing general education placement to 40%. RESOURCE ALLOCATION: No Additional Cost
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7A-1.1: *Target general education schools with eligibilities other than SLD, SLI and OHI (Ages 6-18) to provide intensive Central and Support Unit assistance and professional development on research-based integration strategies and appropriate special education instructional and behavioral support and services within general education classrooms.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Identify target schools for Outcome 7A..
- In collaboration with the Support Unit, provide professional development opportunities for schools on the target list who have not met outcome.
- Train support personnel comprised of Central Office and Support Unit staff with expertise in instructional and behavioral support for students with disabilities other than SLD, SLI and OHI to increase capacity to support targeted schools.
- Assist schools in completing required on-line Outcome 7 “Differentiated Instruction” training.
- Review monthly MCD Outcome 7 data with Local District Superintendents, Division of Special Education administrators, and other District administrators, as appropriate.

Local District Superintendents

- Review of monthly MCD Outcome 7 data with Support Unit Administrators and Directors responsible for school sites.
- Ensure that Local District Directors are reviewing data with their schools.
- Ensure that all required schools complete the on-line Outcome 7 “Differentiated Instruction” training.

Targeted School Principals

- Identify key personnel to serve on the school integration support team.
- Work collaboratively with school integration support team and Support Unit to provide increased opportunities for students with moderate to severe disabilities to be integrated into the general education classroom.

- All target schools who have not met the outcome are required to complete the professional development module that addresses differentiated instruction to support all students in the general education classroom including students with moderate-to-severe challenges.
- Work with the school integration team to complete the on-line professional development modules on “Differentiated Instruction”.
- Supervise implementation through monthly review of IEP data to determine increase of students with moderate-to-severe disabilities in general education classrooms with appropriate special education supports and services 40% or more of the school day.

Initiation Timeline: November 2008

Progress Monitoring:

Intervals	Indicators
November 2008	Target list of schools who serve students with eligibilities other than SLD, SLI and OHI determined.
December 2008	Target listed distributed.
June 2009	Schools to complete the on-line “Differentiated Instruction” training.

7A-1.2: General education sites will continue to receive a bi-monthly letter and an attached list of students with disabilities other than SLD, SLI and OHI, who's IEPs are coming up for review and who spend 61% or more of the instructional day in a special education classroom.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Disseminate the monthly letter to all schools of upcoming students' IEPs as a reminder to consider increased integration opportunities for students with moderate-to-severe disabilities.

Target School Principal:

- Review list of students sent with the monthly IEP letter and with the integration support team consider and plan for increasing the amount of time students spend in general education classrooms as appropriate.

Initiation Timeline: November 2008

Progress Monitoring:

Intervals	Indicators
November 2008	Bi-monthly letter sent to school sites.
January 2009	Bi-monthly letter sent to school sites.
March 2009	Bi-monthly letter sent to school sites.
May 2009	Bi-monthly letter sent to school sites.

7A-1.3: *Target general education schools not meeting Outcome 7A will complete a Schoolwide Integration Checklist for the purpose of guiding discussion and identifying additional supports for targeted schools.*

Accountable Personnel:

Associate Superintendent

- Develop a Schoolwide Integration Checklist. There will be an initial checklist which is to be sent to the Division of Special Education, Local District Director and Support Unit. A final checklist will be done at the end of the school year.
- The Division will review MCD Outcome 7 checklist and communicate with the Support Unit as school needs for implementation are identified.
- The names of the schools and administrators who have not satisfactorily completed and implemented the Schoolwide Integration Checklist will be sent to the Local District Superintendent and a copy to the Office of the Independent Monitor and to the Plaintiffs’ Counsel.

Local District Superintendent

- Ensure that all required schools submit their Schoolwide Integration Checklist to the Division of Special Education, Local District Director and Support Unit.
- Hold schools responsible for implementing their Schoolwide Integration Checklist.
- Utilize the MCD Outcome 7 checklist as part of their on site school visitations.
- Communicate with the Support Unit as school needs for implementation are identified.
- Monitor targeted schools’ progress toward meeting Outcome 7 by utilizing the MCD Outcome 7 checklist.
- The names of the schools and the administrators who have not satisfactorily completed and implemented the “Schoolwide Integration Checklist” will be sent

Targeted School Principals

- Work with the school integration support team to complete and submit the Schoolwide Integration Checklist.
- Meet regularly with members of the school integration support team to review progress of the integration of students with moderate-to-severe disabilities in the general education classrooms.

Initiation Timeline: November 2008

Progress Monitoring:

Intervals	Indicators
November 2008	Schoolwide Integration Checklist developed by the Division.
December 2008	Schoolwide Integration Checklist distributed to target schools.
February 2009	Schools complete and submit the Schoolwide Integration Checklist to Local District Director, Division of Special Education and Support Unit.
June 2009	Schools update Schoolwide Checklist and submit a copy to the Local District Director, Division of Special Education and Support Unit.