

TARGETED STRATEGY PLAN—MCD OUTCOME 7B

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 new Outcome 7B requires the District to increase the percentage of students with multiple disabilities orthopedic (MDO), ages 6-18, placed in the general education setting for 40% or more of the instructional day to 23%. During the 2007-2008 school year, 10.30% of students with the eligibility of MDO were placed in the general education classrooms for 40% or more of the day.

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	2,729	60.39%	6,058	3,484	57.51%	2,574	42.49%
DBL	9	3	33.33%	6	6	66.67%	6	3	50.00%	3	50.00%
DD	34	11	32.35%	23	23	67.65%	16	12	75.00%	4	25.00%
DEA	365	49	13.42%	316	316	86.58%	359	87	24.23%	272	75.77%
ED	3,069	597	19.45%	2,472	2,472	80.55%	2,562	618	24.12%	1,944	75.88%
HOH	622	527	84.73%	95	95	15.27%	872	757	86.81%	115	13.19%
MDH	108	9	8.33%	99	99	91.67%	84	3	3.57%	81	96.43%
MDO	1,346	59	4.38%	1,287	1,287	95.62%	1,368	127	9.28%	1,241	90.72%
MDV	182	11	6.04%	171	171	93.96%	153	7	4.58%	146	95.42%
MR	4,314	600	13.91%	3,714	3,714	86.09%	4,222	1,589	37.64%	2,633	62.36%
OHI	4,557	3,409	74.81%	1,148	1,148	25.19%	5,680	4,772	84.01%	908	15.99%
OI	642	435	67.76%	207	207	32.24%	692	545	78.76%	147	21.24%
TBI	183	77	42.08%	106	106	57.92%	167	96	57.49%	71	42.51%
VI	233	180	77.25%	53	53	22.75%	246	207	84.15%	39	15.85%
Totals	20,183	7,757	38.43%	12,426	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. However, due to the change in the outcome, some modifications or a new module will be considered targeting students with the eligibility MDO.

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.

TARGETED STRATEGY PLAN FOR MEETING THE REQUIREMENTS OF THE REVISED MCD OUTCOME 7

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 targeted on students with the most severe disabilities:

- Identifies two outcomes for students with the most severe disabilities.
- Focused on students with a multiple disabilities-orthopedic (MDO) eligibility.
- Excludes students ages 19-22.
- Requires that 23% of students with a MDO eligibility must be placed in the general education classroom for 40% or more of the instructional school day.

Outcome #7B: Placement of Students (Ages 6-18) with Multiple Disabilities Orthopedic (MDO):

Outcome: Placement of Students with Disabilities (Ages 6-18) with MDO Eligibility. The District will demonstrate a ratio of not less than 23% of students placed in the combined categories of 0-20% and 21-60% and not more than 77% of students placed in the 61-100% category utilizing instructional minutes as the methodology. In determining whether the District has achieved this outcome, any fraction percentage of .51 or above shall be rounded up to its nearest whole number.

The addition of 7B represents a significant change in Outcome 7, focusing on integration opportunities for students with severe disabilities. According to the Office of the Independent Monitor, in October 2008, there were 1,107 students with MDO eligibility. Of that number, 114 students were integrated into general education programs for 40% or more of the instructional day. (Refer to chart below.) Further analysis of Welligent data indicates that there are approximately 1169 students with the eligibility of MDO between the ages of 6 through 18 years. Of that number, there are 900 students with the MDO eligibility attending special education schools/centers. The disabilities of these students generally tend to be of more severe nature than the students with MDO eligibilities on general education campuses. Approximately 269 students are on general education sites and about 12 students attend a non-public school. Currently the District is achieving this outcome at 10.30% which represents 117 students spending 40% or more of the instructional day in the general education program. Based on this data, it appears that in order for the District to achieve this outcome 200+ additional students must participate in the general education program for 40% or more of the instructional day. This number is variable and may need to be adjusted depending on the most recent data. This year is intended to continue movement toward the required 23% while giving time to target schools, including special education schools/centers, to put into place a system for successfully supporting the students in the general education classroom.

Students with the Disability of MDO 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
2007-2008	1,107	114	10.30%
2006-2007	1,114	72	6.46%
2005-2006	1,124	52	4.63%

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

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.

Creating a Barrier Free Environment

Some students have no restrictions on what they can do and learn; while others require support to participate in similar activities. Students with MDO eligibility may present with mobility, coordination, stamina, communication and moderate-to-severe cognitive delays that impact learning. In addition there are social and emotional challenges that may serve to set these students apart from their general education peers, especially at the secondary level. Adolescents place a great emphasis on belonging to their peer group. Students with moderate to severe disabilities want to be recognized as valued members of the school community by participating with their peers in school activities. This can be a problem when teachers and administrators overlook students with special needs in these school experiences that occur outside of the general education core academic classroom. “Sometime, it appears as though having a developmental disability prevents students from enjoying... opportunities to participate in school organizations and events with their nondisabled peers.” (Lee Hamill, Caroline Everington). Building

awareness among peers and understanding the educational and social support necessary for success is critical.

On occasion it may be necessary to modify and adapt the school or classroom environment to make it accessible, safe and less restrictive. Modifications should be no more restrictive than absolutely necessary so that the student's school experiences can be as normal as possible. (Venn, John).

To ensure that they 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 school-wide integration checklist and prioritization process.

TARGETED STRATEGY PLAN

Key Strategies to Achieve MCD Outcome 2008-2009

Approved by the Independent Monitor February 13, 2009

Outcome 7B: Placement of Students with Disabilities (Ages 6-18) with MDO Eligibility. The District will demonstrate a ratio of not less than 23% of students placed in the combined categories 0-20% and 21-60% and not more than 77% 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.

7B-1	Target general education schools with students with MDO disabilities 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%.
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Resource Allocation: Existing resources.

7B-1.1: *Target general education schools with students with MDO disabilities (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 7B.
- In collaboration with the Support Unit, provide professional development opportunities for schools on the target list who have not met outcome.
- Target professional development for adult assistance to provide support for students with multiple disabilities in the general education classroom.
- Train support personnel comprised of Central Office and Support Unit staff with expertise in instructional and behavioral support for students with disabilities with MDO eligibilities 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 7B data with 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 to provide increased opportunities for students with a MDO eligibility to be integrated into the general education classroom.
- All target schools who have not met the outcome are required to complete the on-line 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 of MDO determined.
December 2008	Target list of school list distributed.
June 2009	Schools to complete the on-line “Differentiated Instruction” training.

7B-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. Special education schools/centers will also receive a bi-monthly letter to consider the integration of students into general education programs.

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 monthly letter of upcoming IEPs of students with moderate-to-severe disabilities and explore with school integration team opportunities for increased participation in general education for students with MDO eligibility appropriate, through the IEP process.

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.

7B1.3: Target general education schools not meeting Outcome 7B 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.

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 Integration Checklist and submit a copy to the Local District Director, Division of Special Education and Support Unit.

7B-2	Collaborate with a team of District and out of District experts to design and provide a professional development module that addresses the diverse needs of students with multiple disabilities-orthopedic (MDO) in the general education classroom.
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7B-2.1: Convene a team of District experts, including representatives from Special Schools, and out of District experts with expertise in supporting students with MDO eligibilities to design a research-based professional development module to build capacity for general and special education teachers and paraprofessionals in supporting the needs of students with multiple disabilities in a general education classroom.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Identify key members within the District, including representatives from special centers, and out of District experts in the area of multiple disabilities to design a professional development module that addresses the supporting students with multiple disabilities in the general education classroom.
- Review the Schoolwide Integration Checklist to ensure its adequacy for students with MDO eligibility and revise if needed.

Local District Superintendents

- Representatives from Local District to designate qualified persons to participate on the collaborative effort.

Initiation Timeline: February 2009

Progress Monitoring:

Intervals	Indicators
February 2009	Key members for collaborative professional development identified and first meeting convened.
June 2009	Professional development design completed.
June 2009	Review Schoolwide Integration Checklist and revise as needed.

7B-2.2: *Provide professional development to targeted school integration teams who have a need to build capacity in general education classrooms for providing support for students with MDO eligibility.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Monitor implementation of the module.

Local District Superintendent

- Support implementation of the professional development for target schools who have not met the outcome.

Target School Principals

- Facilitate the professional development.
- Implement strategies.

Initiation Timeline: March 2009

Progress Monitoring:

April 2009	Schools targeted for professional development and training mode determined.
June 2009	Professional development available for targeted schools including special education schools/centers.

7B-3	Collaborate with the Support Units in developing viable elementary, middle school and high school programs for students with MDO disabilities on general education sites.
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7B-3.1: *Collaborate with the Division of Special Education’s Director of Program/Fiscal Accountability, School Utilization and the Support Unit Administrators to identify available space on general education sites for elementary and secondary students with MDO disabilities.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Meet with the Facilities Division to determine their role in making schools accessible for students with MDO eligibilities in order to support their program needs.
- Identify available space at elementary and secondary campuses for the purpose of opening special day program for students with MDO eligibilities.

- Identify available space at elementary and secondary campuses for the purpose of relocating existing MDO units from Special Education Schools/Centers to general education campuses.
- Support Unit personnel, LRE Counselors and Inclusion Support Facilitators to conduct survey walks at identified campuses to determine accessibility.
- A copy of the survey walk will be given to the Local District Superintendent, Support Unit Administrators and the Division of Special Education.
- Support Unit staff will review the results of survey walks with school site administrators.
- Schools will be advised of “on demand” funding as available.
- Support Unit to identify secondary students with MDO eligibility who are transitioning from an elementary, middle or special school for the purpose of clustering students for integration at secondary campuses. At middle and high schools it is recommended to cluster at least two to three classes in order to provide some flexibility in programming.

Local District Superintendent

- Collaborate with the Support Unit Administrators in the identification of available space on school campuses.

Target School Principal

- Work with Support Unit personnel, Inclusion Facilitators and LRE Counselors to identify barriers including school environment and the instructional program.

Initiation Timeline: March 2009

Progress Monitoring:

Intervals	Indicators
March 2009	Meet with the Facilities Division
April-May 2009	Meet with Support Unit Staff to determine potential elementary and secondary school campuses available for the purpose of maintaining and providing integration opportunities for students with moderate to severe disabilities.
June 2009	Review placement data regarding students with MDO eligibility served on general education campuses.
December 2009	Identify available space at elementary and secondary campuses for the purpose of providing integration opportunities for students with moderate to severe disabilities identified by the Support Units.
February 2010	Complete survey walks at identified campuses to determine accessibility.
April-May 2010	Identify students with MDO eligibility attending elementary general education prepared to transition to a secondary campus.
April-May 2010	Special Education Schools/Centers to identify elementary and secondary students with MDO eligibility for possible placement on a general education campus.

7B-3.2: Convene a focus group of parents, students, advocates, administrators from schools and centers, and other appropriate District staff to advise the District on how to build support necessary for transitioning students with MDO eligibilities from special education schools/centers to general education campuses.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Identify and convene a focus group of parents, students, advocates, administrators, and other appropriate District staff.
- Recommendations from the focus group to be provided to the Local District Superintendents, Support Unit Administrators, Office of Independent Monitor and the Plaintiffs.

Initiation Timeline: April 2009

Progress Monitoring:

Intervals	Indicators
April 2009	Key members identified and first meeting convened.
June 2009	Recommendations from focus group communicated with the various stakeholders.