

TARGETED STRATEGY PLAN—MCD OUTCOME 7

INTRODUCTION

The following amendments have been made to “Targeted Strategy Plan—MCD Outcome 7, initially approved by the Independent Monitor on November 13, 2006.

REVISED Strategy 7-1: Target general education schools with students with disabilities with higher incidence of eligibilities other than SLD and SLI who are in general education 1% -25% less than MCD target and/or have enrollments of 10 or more students with primary eligibilities of autism, mental retardation, other health impairment, or emotional disturbance for the purposes of providing support from integration support teams and focused professional development for increasing general education placement to 40%.

REVISED: 7-1.1: *Target general education schools who did not achieve the outcome based on the 06-07 school year as measured by Welligent IEP data of 10 or more students with primary eligibilities of autism, mental retardation, other health impairment, or emotional disturbance.*

REVISED Strategy 7-2: Expand Kindergarten collaborative models for students with disabilities other than SLD and SLI while establishing capacity for general education and special education teachers to provide integrated instruction for students 40% or more of the school day.

REVISED Strategy 7-2.1: *Target home schools in which Kindergarten age students with disabilities other than SLD and SLI attend to build capacity for providing Kindergarten Collaborative model options while establishing capacity for general education and special education teachers to provide integrated instruction for students 40% or more of the school day.*

COMPLETED Strategy 7-2.2: *Collaborate with a consortium of IHE experts to support research and establish school visitation sites to demonstrate best practices for integration of students with moderate-to-severe disabilities for 40% or more of the day.*

ADDED Strategy 7-3: Collaborate with the general education instructional team to design a professional development module that addresses differentiated instruction to support all students in the general education classroom, including students with moderate to severe challenges.

ADDED Strategy 7-3.1: *Convene District representatives with expertise in differentiated instruction to design a research based professional development module on meeting the needs of all learners in a general education classroom.*

ADDED Strategy 7-3.2: *Provide professional development to targeted school integration teams who have a need to build capacity in general education classrooms for providing differentiated instruction that supports all students.*

PERFORMANCE

Performance regarding the achievement of Outcome 7 in 2006-2007 was significantly improved compared to 2005-2006. At the end of 2003-2004, the District was measured to have 28.81% of students with disabilities other than SLD and SLI in the general education classroom 40% or more of the school day. At the end of 2004-2005, the percentage was 35.49%, an increase of 6.68%. At the end of 2005-2006, the percentage was 37.84%, an increase of 2.35%. As of May 15, 2007, District data indicated that the percentage was 45.6%, an increase of 7.76%, the largest increase in any year since the Modified Consent Decree was initiated.

In 2005-2006 the Local District range was 29.6% to 53.1%. In 2006-2007 the range was 40% to 66.1%. Of the five Local Districts that did not meet the outcome, Local Districts 6 and 7 made the greatest gain, moving from 34.3% to 44.3% and 29.6% to 40.2%, respectively.

**MCD Progress Report May 2006 and May 2007
For all Non-SLD/SLI Eligibilities¹**

Local District	2005-2006 Outcome %	2006-2007 Outcome %
1	51.8%	58.8%
2	53.1%	62.3%
3	38.1%	47.1%
4	53.5%	66.1%
5	34.3%	43.8%
6	33.6%	44.3%
7	29.6%	40.2%
8	34.9%	40%
Charter	80.7	90.4%

Data from the target schools and the target populations of MR, OHI, AUT and ED demonstrated significant growth in all Local Districts as a result of the strategies applied to them.

**Targeted Schools for Outcome 7
Year-End 2006-2007
Non-SLD/SLI Eligibilities of MR, AUT, OHI, ED²**

LD	IEPs July 05- June 06	IEPs July 06- May 07	Number of Targeted Schools Meeting Outcome	Number of Targeted Schools Not Meeting Outcome	No. of Targeted Schools at 50-51.9%
LAUSD	46.9%	57.6%	329	151	20
1	56.4%	64.3%	83	9	1
2	55.8%	67.3%	58	12	1
3	50.3%	58.6%	53	23	2
4	51.0%	65.7%	40	17	4
5	33.7%	45.8%	31	29	6
6	34.7%	47.6%	15	16	0
7	30.3%	45.3%	22	18	3
8	33.0%	43.4%	29	26	3

¹ Data Source: Welligent Extract July 2006-June 2007

² Data Source: Welligent Extract July 2006-June 2007

In reviewing the data of schools that were targeted as a result of meeting the targeted school criteria, four Local Districts met the outcome while the other four districts are better positioned to meet the outcome. Some local districts have schools that are extremely close to the target percentage of 52%. For example, Local District 5 has six schools that are at 50%. Local District 6 is the only Local District where there are more schools not meeting the outcome than are. However, Local District 6 made a 13% gain over last year. All the LDs are moving in the right direction for the target population.

In his end-of-year report³, the Independent Monitor indicated that 46.74% of students with disabilities other than SLD or SLI were placed in general education classrooms for 40% or more of the day. He cited this as “a significant improvement over the previous year and an indicator that the District’s targeted strategy plan is working.”

IMPLEMENTATION OF THE TARGETED STRATEGY PLAN

The 2006-2007 Targeted Strategy Plan, approved by the Independent Monitor on November 13, 2007, targeted schools with students identified as having one of four specific eligibilities: autism, 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 they were individually achieving the outcome or not. By the time the 2006-2007 Target Strategy Plan was approved in mid-November, year round schools were already into the fourth month of the school year while traditional schools and Track A schools had been in session for more than 2 ½ months with a three week winter break looming just ahead for traditional schools. Secondary students were already programmed into classes. A quick break through strategy was required to jump start the 480 targeted schools.

In order to focus schools on the urgency of increasing time in general education for students with disabilities other than SLD and SLI, it was decided to initiate a process whereby schools were sent a list of the upcoming IEPs of students who’s IEPs were due in January. The intent was to make schools aware of the upcoming IEPs and ask schools to review the integration opportunities for these students, as appropriate. This proved to be an effective process resulting in numerous contacts from schools regarding what they were doing and why. Explanations were provided to schools who were meeting the outcome regarding the targeted school criteria and why they were on the targeted school list. This process was continued through May 2007 and it turned out to be an effective process for influencing increased awareness of school status and achievement of Outcome 7.

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 the outcome from January 2007 through June 2007. 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.

With the above two procedures operational, the majority of the schools who were not meeting the outcome were prepared for the professional development in March 2007.

Targeted School Training for Plan Submission

Schools who were achieving the outcome were not required to attend the training to prepare them for writing plans to achieve Outcome 7. Training of the integration support teams of central and support unit personnel had occurred in November 2006 and they were prepared to contribute to and participate in the March 2007 training. Administrators of the targeted schools attended an administrators’ overview prior to school teams consisting of general education and special education staff attending the training. All targeted schools were required to identify their school-wide integration team members and write a school-wide integration action plan that would assist the school in meeting Outcome 7. The plans for those schools participating in the March 2007 training were submitted at the end of April 2007.

³ See *Report on the Progress and Effectiveness of the Los Angeles Unified School District’s Implementation of the Modified Consent Decree, Part I*, Office of the Independent Monitor, September 28, 2007.

Through the monitoring of the monthly data, it was noted that schools who were meeting the outcome in January 2007 and February 2007 were failing to do so subsequently, thus hindering the achievement of the outcome. A second training in May 2007 included these schools. Their school-wide integration plans were submitted at the end of June. A third, smaller group of schools who dropped below the target outcome in June 2007 will be trained individually by Support Unit staff. The purpose of this training is to give targeted schools the capacity and tools to establish a systematic planning and implementation process for increasing the amount of time for students with disabilities other than SLD and SLI in general education classrooms. For these purposes, the strategy was successful, with 163 schools not meeting the outcome submitting plans.

School-wide Integration Plan

Each target school that had not met Outcome 7 per Welligent data was required to submit a school-wide integration plan identifying the actions to progress on, or achieve, the outcome by the 2007-2008 school year. School plans were reviewed by the Support Units and a copy was sent to the Local District Director. During the summer, the plans were reviewed and those that appeared to be unclear, or a component or signature missing were returned to the schools to complete. The plan requires two updates. By November 27, 2007, year round schools are to complete the first "progress report" of their action plan. Traditional calendar schools are to submit their progress report by January 31, 2008. Based upon the school's progress report and the MCD monthly data, schools that appear to need additional assistance can be identified and contacted by the Support Unit to determine what additional support or training may be necessary. The final school-wide integration plan report is due by June 2, 2008. 163 plans were submitted. This number could increase in 2007-2008 based on the Outcome 7 status of individual schools meeting the targeted school criteria. This strategy has been important in keeping schools focused on constructive planning to achieve Outcome 7. Monitoring of the implementation of the plans will continue to influence positive growth for this outcome.

Program Evaluation and Research Branch (PERB) Study

A PERB study was conducted in the second half of the 2006-2007 school year to further identify the needs of targeted schools. As with the school-wide integration plans and the on-line survey, the need for further professional development was frequently indicated. Other comments included concerns about inappropriately placing students with moderate to severe disabilities in general education classrooms and the needed support for these students, which in many instances translated into more adult assistance. Concern was expressed that the pressure to meet a target percentage for Outcome 7 overrides needs of students.

Comments specifically from general educators included concerns with high stakes testing, pacing plans, and classroom space limitations, among other things. They also expressed concerns that there is not enough time or support to include students who need a very different kind of program. Specifically from special educators, obstacles to achieving the outcome included the grade-span special education programs being difficult for Special Day Program teachers to support students who must be integrated at age appropriate grade levels, planning time, and the need for training of paraprofessionals. Comments from secondary special education teachers included the limited number of available electives, limited classroom space, lack of the general education teacher's willingness to include students who are not able to access the grade level instruction, and the need to establish class size reduction in Special Day Program so teachers can support students in general education classrooms.

The need to see other schools implementing the outcome was expressed across grade levels. Although "support schools" were identified and the list was sent to targeted schools, very few schools made contact with the support schools. Making contact (either through a telephone conference or a visitation) with a support school is a requirement of the school-wide integration and will be one of several areas to monitor when schools turn in the update of their plan. The PERB study was very helpful in identifying general and specific concerns and was helpful in determining professional development for the 2007-2008 school year, including training of Integration Support Teams to support schools in addressing their particular issues.

PROFESSIONAL DEVELOPMENT NEEDS, 2007-2008

As stated in the Targeted Strategy Plan-MCD Outcome 7, approved 11/13/06, Berends and King (1994) identified that school staff should participate in a training design which is based on their 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.” Professional development needs were identified through three sources: the school-wide plan, an on-line survey, and the study conducted by PERB. Through school-wide integration plans, the topics primarily requested for professional development focused on the need for positive behavior support and differentiated instruction, ability awareness, building assets and facilitating friendships.

Professional development should be incorporated into existing staff development training (such as that provided by the Behavior Support Office.) In addition, LRE Counselors, Autism Support Teachers and Inclusion Facilitators, who are assigned to school sites, will be able to address many of these requests for professional development at their school sites.

Differentiated instruction for all students—rather than only for students with disabilities—was widely identified by schools throughout the training, in their school-wide integration plan and in the PERB study. Strategies, such as the curriculum modification ladder and levels of student participation, tiered instruction, 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 in supporting every student by utilizing strategies that sweep across learning challenges for all. The design of professional development to address differentiated instruction for target schools not meeting Outcome 7 must be a collaborative effort between general instructional services and the Division of Special Education. The goal will be to realign the responsibility from special education to a collaborative responsibility, similar to the recent “Open Court” training developed and presented by both departments and similar to the comprehensive positive behavior support initiative. Through a unified effort, school personnel are more committed to accepting responsibility for the learning outcomes of all students, including those with disabilities, and viewing the challenge of MCD Outcome 7, as achievable. This has been proposed as a primary strategy for achieving Outcome 7.

TARGETED STRATEGY PLAN

Key Strategies to Achieve MCD Outcome

2006-2007

2007-2008

Approved by the Independent Monitor, November 13, 2006

Amended October 31, 2007

Approved November 26, 2007

Outcome #7: Placement of Students with Disabilities (Ages 6-22) with All Other Eligibilities. The District will demonstrate a ratio of not less than 52% of students placed in the combined categories of 0-20% and 21-60% and not more than 48% of students placed in the 61-100% category according to Federal placements reporting requirements. 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.

7-1	REVISED Target general education schools with students with disabilities with higher incidence of eligibilities other than SLD and SLI who are in general education 1% -25% less than MCD target and/or have enrollments of 10 or more students with primary eligibilities of autism, mental retardation, other health impairment, or emotional disturbance 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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REVISED: 7-1.1: *Target general education schools who did not achieve the outcome based on the 06-07 school year as measured by Welligent IEP data of 10 or more students with primary eligibilities of autism, mental retardation, other health impairment, or emotional disturbance.*

Accountable Personnel:

Associate Superintendent, Division of Special Education:

- Target professional development of school staff based upon the needs identified on the school's school-wide integration plan.
- Continue training of support personnel comprised of central office and support unit staff with expertise in instructional and behavioral support for students with moderate-to-severe disabilities to increase capacity to support targeted schools.
- Continue to send notification to schools regarding IEPs of upcoming students who are non-SLD/SLI for consideration of increase integration opportunities.
- Review monthly MCD Outcome 7 data with Local District Superintendents and other Division heads.
- Identify additional "Support Schools" who are willing to assist schools struggling to meet the target goal.
- Develop a school-wide integration plan observational checklist for targeted schools who submitted an action plan and are currently not meeting Outcome 7 for the purpose of guiding discussion and identifying additional supports for the targeted school.
- Review mid-year update of target schools' school-wide Integration plan and identify target schools that may need additional assistance.
- Review and monitor updated targeted schools' school-wide integration plans.

Local District Superintendents:

- Review monthly MCD Outcome 7 data with Directors responsible for school sites.
- Enforce that all schools required to attend Outcome 7 training attend and submit an integration plan to the Support Unit and Division of Special Education.
- Enforce that schools required to amend their school-wide integration plan make the necessary changes and re-submit to the Division of Special Education
- Utilizing the MCD Outcome 7 checklist when visiting Outcome 7 targeted schools.

Targeted School Principals:

- Work collaboratively with school integration support teams to implement school-wide integration.
- 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.
- Review monthly letter of coming IEP of students with moderate-to-severe disabilities and explore with school integration team opportunities for increased participation in general education, as appropriate, through the IEP process.
- Update of the school-wide integration plan as required and identify any additional needs required to increase integration opportunities.

Initiation Timeline: August 2007

Progress Monitoring:

Intervals	Indicators
August 2007	Letters sent to schools indicating the IEPs of students whose IEP are coming up in August and September for consideration of increased integration time.
October 2007	Based on the MCD Final Data report in September, the new target list of schools who have the primary eligibility of autism, ED, OHI and MR and who did not meet Outcome 7 identified.
October 2007	School plans that needed additional information, changes, etc., returned for revision.
November 2007	Updated mid-year plan reviews from targeted year round schools submitted and progress reviewed.
November 2007	Itinerant personnel located at target school sites (Inclusion Facilitator, LRE Counselor, Autism Support Teachers, DHH Itinerant Teachers) and Support Unit personnel provided a list of PD needs of each school site and type of delivery (staff development, on-line, connected to existing PD) determined.
November 2007	Development of a school-wide integration plan observational checklist for Outcome 7 monitoring completed.
November 2007	Additional support schools identified and information sent to all targeted schools who have not met Outcome 7.

Intervals	Indicators
November 2007	Initial training of new target schools that did not meet the Outcome 7 in 2006-2007 and who must write a school plan completed. School-wide integration plans by new targeted schools completed
January 2008	Update of mid-year plan reviews from targeted year traditional schools submitted and progress reviewed.
June 2008	All school integration plan updates submitted to Division of Special Education.

7-2	REVISED Expand Kindergarten collaborative models for students with disabilities other than SLD and SLI while establishing capacity for general education and special education teachers to provide integrated instruction for students 40% or more of the school day.
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REVISED: 7-2.1: *Target home schools in which Kindergarten age students with disabilities other than SLD and SLI attend to build capacity for providing Kindergarten Collaborative model options while establishing capacity for general education and special education teachers to provide integrated instruction for students 40% or more of the school day.*

Accountable Personnel:

Associate Superintendent, Division of Special Education:

- Identify target schools and target groups of students with disabilities other than SLD and SLI enrolled in Kindergarten.
- Establish and train integration support teams comprised of central office and support with personnel with expertise in instructional and behavioral supports for students with moderate-to severe-disabilities.
- Provide professional development for school teams of administrators and teachers on research-based integration strategies and practices and appropriate instructional behavioral supports
- Monitor implementation through a data review of targeted schools.

Local District Superintendents:

- Collaborate in strategy implementation.
- Supervise principals in implementation of strategy through progress monitoring and identification of additional school assistance from Support Unit staff as indicated.

Target School Principals:

- Work collaboratively with integration support teams in a process to initiate research-based strategies identified in a school planning process for increased integration of kindergarten students with disabilities other than SLD and SLI and increased home school attendance.
- Implement school plan to increase integration of students with disabilities other than SLD and SLI and increased home school attendance.

- Supervise implementation through monthly review of IEP data to determine if there is an 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 and increased home school attendance.

Initiation Timeline: August 2007

Progress Monitoring:

Intervals	Indicators
December 2007	Target schools identified and baseline IEP data for targeted schools established.
December 2007	Site monitoring reviewed.
March 2008	Review of IEP data for targeted school numbers and percentage of kindergarten students with moderate-to-severe disabilities per school in general education classroom less than 40% of the school day completed to determine progress toward outcome target and increased home school attendance.
May 2008	Review of IEP data for targeted school numbers and percentages of kindergarten students with moderate-to-severe disabilities per school completed to determine progress toward outcome target and increased home school attendance.
May 2008	New target schools for K-Collaborative identified for the 2008-2009 school year.
June 2008	Review of progress completed.

COMPLETED 7-2. 2: *Collaborate with a consortium of IHE experts to support research and establish school visitation sites to demonstrate best practices for integration of students with moderate-to-severe disabilities for 40% or more of the instructional day.*

7-3	ADDED Collaborate with the general education instructional team to design and provide a professional development module that addresses differentiated instruction to support all students in the general education classroom, including students with moderate-to-severe challenges.
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ADDED 7-3.1: *Convene a team of District representatives with expertise in differentiated instruction to design research-based professional development module to build capacity for general education and special education teachers in meeting the needs of all learners in a general education classroom.*

Accountable Personnel:

Associate Superintendent, Division of Special Education:

- Identify key members of Educational Services, Instructional Services and Division of Special Education, Local Districts, with expertise in differentiated instruction to collaborate on a professional development module that addresses differentiated instruction for all students.
- Design a professional development on differentiated instruction to support targeted schools in need of training on best practices for teaching to diverse learners in the general education classroom.

Local District Superintendents:

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

Initiation Timeline: August 2007

Progress Monitoring:

Intervals	Indicators
November 2007	Key members for collaborative professional development design on differentiated instruction for diverse learners identified and first meeting convened.
June 2008	Collaborative professional development design on differentiated instruction for diverse learners completed. Target schools identified.

ADDED 7-3.2: *Provide professional development to targeted school integration teams who have a need to build capacity in general education classrooms for providing differentiated instruction that supports all students.*

Accountable Personnel:

Associate Superintendent, Division of Special Education:

- Monitor the implementation of the module on differentiated instruction.

Local District Superintendents

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

Targeted School Principals:

- Participate in the professional development and implement strategies.

Initiation Timeline: February 2007

Progress Monitoring:

Intervals	Indicators
February 2008	Schools targeted for professional development on differentiated instruction for diverse learners identified and training mode determined.
June 2008	Professional development on differentiated instruction for diverse learners provided to targeted schools.