

TARGETED STRATEGY PLAN—MCD OUTCOME 2

INTRODUCTION

The following amendments have been made to Targeted Strategy Plan—MCD Outcome 2 approved by the Independent Monitor on June 17, 2010.

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.

COMPLETED 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.*

COMPLETED 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.*

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

COMPLETED 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.*

CONTINUE 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.

COMPLETED 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.*

COMPLETED 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.*

COMPLETED 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.*

REVISED 2-2.5: *Integrate students with disabilities into existing middle school intervention options in literacy and math.*

COMPLETED 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 8th grade students performing below basic or far below basic; targeted use of the learning center elective for 6th and 7th 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.*

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

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

COMPLETED: 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.*

CONTINUED 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

Elementary Instruction

“Closing the achievement gap... will require a confluence of strategies and an unprecedented level of energy and focus (Hurley).”

In the Outcome 2 Targeted Strategy Plan, raising expectations and aligning instruction for students with disabilities has made a difference at the elementary level within the Los Angeles Unified School District in closing the gap.

With the implementation of research-based practices that are effective for the special education of students that are well specified, explicit, carefully designed, and that relate closely to the area of instructional need (e.g., reading, spelling, math) we have seen increased student progress and performance. The tables below illustrate the California Standards Test results by performance level for both English Language Arts and Mathematics. Although second grade did not meet the targeted goal of 27.5%, they did move from 16.8% Basic and above in 2008 to 23% Basic and above in 2009.

The results in Mathematics indicate that students with disabilities are making growth as well. Anecdotal discussion with teachers indicates that as students increased in reading proficiency the math scores have increased. This may indicate the ability of our students to be able to read the word problems independently.

2008/2009 CALIFORNIA STANDARDS TEST - ENGLISH LANGUAGE ARTS							
Students with Disabilities							
Grade Level	# Students Counted	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	Total % Basic and Above
Grade 2	4,279	35.20	25.80	22.20	12.30	4.50	39.0
Grade 3	4,437	50.80	24.20	15.90	6.70	2.40	23.0
Grade 4	4,788	33.70	27.60	24.20	9.30	5.20	38.7
Grade 5	5,243	46.00	22.00	22.20	6.80	2.90	30.9
Grade 6	515	34.80	32.40	25.80	6.00	1.00	32.8
	19,262	40.1	26.4	22.06	8.22	3.2	32.88

2008/2009 CALIFORNIA STANDARDS TEST - MATHEMATICS							
Students with Disabilities							
Grade Level	# Students Counted	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	Total % Basic and Above
Grade 2	4,257	23.1	30.6	20.7	15.6	10.1	46.4
Grade 3	4,478	21.3	32.4	20.2	15.5	10.5	46.2
Grade 4	4,853	14.3	38.4	24.3	12.8	10.1	47.1
Grade 5	5,304	31.4	32.7	18.9	12.1	4.9	35.9
Grade 6	515	33.6	38.1	20	6.6	1.7	28.3
	19,407	24.74	34.44	20.82	12.52	7.46	40.78

Torgesen (1996) specified, “how special education differs from general education for students with disabilities are that it must be more (a) explicit, (b) intensive, and (c) supportive.”

This is what the Outcome 2 Targeted Strategy Plan activities focused on for instruction for students with disabilities.

The strategies we have implemented of a multi-tiered approach to instruction, focusing on “good” core instruction, that includes grade-level and intensive intervention based on IEP goals, Tier 2 instruction using the Voyager Passport Intervention program, and implementation of common access strategies can attribute to the increased performance of our students.

In the 2008-2009 school year, 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. In addition, at all levels, intensive small group intervention strategies were implemented through the learning centers and in the general education and special day program classrooms.

Results from the intervention assessments, Vital Indicators of Progress, indicate in the 2008/2009 school year, as in previous years, the general trend of improvement and an increase in the number of words read correctly in one minute. On average, second graders improved 20.78 words per minute (wpm); third graders improved 24.47 wpm; fourth graders 33.60 wpm; and fifth graders improved 24.79 wpm. The rate of growth in second grade 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.

The data in the tables above correlates with the intervention growth indicators, to ensure focus of our efforts on second grade students and to maintain and improve progress for all other grades. For students in second grade, there continues to be a lack of previous CST data. The use of benchmark assessment information and progress monitoring will assist teachers with targeting the appropriate intervention and levels of support to these students.

For 2010-2011 Division of Special Education staff, Support Unit staff, and Voyager personnel will continue to provide the previously identified targeted schools and all other elementary schools with assistance in identifying appropriate interventions and implementation of effective core instructional strategies. Teachers will continue to be trained and coached in implementing benchmark assessments. In addition, to the benchmark assessments, teachers will continue using and analyzing ongoing progress monitoring to ensure that student needs are appropriately identified and met. Schools will be expected to use a multi-level tiered approach to provide instruction and support, including the use of the Learning Center, to increase the proficiency of students with disabilities.

Secondary Instruction

ELA

The secondary ELA focus in Outcome 2 for the last five years has been to support targeted schools in implementing a tiered approach to support and services for students with disabilities. The goal of the plan was to build out of the existing structures including standards-based core instruction and use of tier 2 and Tier 3 intervention- The list of targeted middle schools included 54 schools who met the 80% or above criteria. Of those schools 52 have actively enrolled students with disabilities in both Tier 2 or Tier 3 intervention programs within the school day.

The strategies have focused on

1. Improving core instruction through professional development and tools designed to support differentiated instruction in special day programs.
2. Continuing to support effective co-teaching to support Tier 1 standards-based instruction.
3. Providing tools and professional development in Tier 2 interventions to be provided in the Learning Center and through other general education literacy electives.
4. Implementation of the use of an evidence-based Tier 3 program: LANGUAGE!!.

As noted in Tables 1-4, students served in middle schools have steadily improved in both ELA and Math over the last five years. While the growth for students served in the resource specialist program has been significant, work continues to be done for those students served in special day programs.

Table 1: 5-year growth data, ELA, middle school RSP

GRADE	MEASURE2	RESOURCE SPECIALIST PROGRAM				
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
GRADE 6	# Students Counted	2655	2234	2040	1575	1071
	# Basic and Above	430	378	370	463	351
	% Basic and Above	16.3	16.9	18.2	29.4	32.8
GRADE 7	# Students Counted	2500	2516	2257	2100	1591
	# Basic and Above	518	480	528	525	555
	% Basic and Above	20.7	19.1	23.4	25	34.8
GRADE 8	# Students Counted	2872	2192	2368	2192	1947
	# Basic and Above	461	514	504	555	521
	% Basic and Above	16.1	23.4	21.3	25.3	26.8

Table 2: 5-year growth data, ELA, middle school SDP

		SPECIAL DAY PROGRAM				
GRADE	MEASURE2	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
GRADE 6	# Students Counted	2146	2140	2129	2042	1854
	# Basic and Above	137	113	152	173	146
	% Basic and Above	6.4	5.4	7.1	8.4	7.8
GRADE 7	# Students Counted	2008	2039	2264	2210	2033
	# Basic and Above	129	111	137	151	178
	% Basic and Above	6.4	5.4	6.1	6.9	8.7
GRADE 8	# Students Counted	2410	1918	2010	2116	2099
	# Basic and Above	108	115	114	143	171
	% Basic and Above	4.5	6	5.6	6.8	8.1

Table 3: 5-year growth data, math, middle school RSP

		RESOURCE SPECIALIST PROGRAM				
GRADE	MEASURE2	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
GRADE 6	# Students Counted	2652	2229	2041	1572	1071
	# Basic and Above	360	356	419	381	304
	% Basic and Above	13.6	15.9	20.5	24.2	28.4
GRADE 7	# Students Counted	2496	2508	2251	2038	1576
	# Basic and Above	298	400	439	501	448
	% Basic and Above	12	16	19.6	24.6	28.5
GRADE 8	# Students Counted	2835	2159	2344	2169	1953
	# Basic and Above	279	280	462	490	513
	% Basic and Above	9.8	13	19.7	22.6	26.2

Table 4: 5-year growth data, math, middle school SDP

		SPECIAL DAY PROGRAM				
GRADE	MEASURE2	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
GRADE 6	# Students Counted	2148	2141	2126	2039	1841
	# Basic and Above	87	90	90	117	109
	% Basic and Above	4	4.1	4.2	5.8	5.9
GRADE 7	# Students Counted	2001	2040	2258	2099	2014
	# Basic and Above	68	91	97	150	151
	% Basic and Above	3.3	4.4	4.2	7.1	7.5
GRADE 8	# Students Counted	2355	1895	1964	2094	2208
	# Basic and Above	78	84	89	133	170
	% Basic and Above	3.3	4.4	4.6	6.3	7.6

2009/2010 Activities

Tier 1; Core Instruction

The District worked collaboratively Office of Curriculum, Instruction, and School Support to enhance instruction in the core curriculum (Tier 1). Teams of teachers and Local District Literacy Coordinators developed an Augmented ELA Instructional Guide to support standards-based instruction provided in special day programs. Professional development was provided to Local District teams on the use of the AIG and the instructional sequence. Schools were also encouraged to use co-teaching as a method to support Tier 1 instruction.

Tier 2 or 3: Strategic or Intensive Interventions

In addition, schools were supported in understanding how to provide strategic intervention building out of the five options available to middle schools. Approximately 5,300 students with disabilities were programmed into a Tier 2 or Tier 3 intervention. Table 5 shows the breakdown by grade level and class assignment. While the use of the Learning Center was the most frequent method of intervention an increase was noted in all other interventions as well.

Table 5: Number of students participating in intervention by program:

	Academic Literacy	Basic Reading	Learning Center	English Language Skills	Accelerated Academic Literacy	Total
6th	184	604	694	0	333	1815
7th	184	367	764	64	424	1803
8th	175	345	801	105	256	1682
						5300

Of the 12,815 students who scored in the Below Basic or Far Below Basic levels on the 2008 CSTs in ELA, 41% received some type of additional intervention. Approximately 19% of the students assigned to intervention programs were enrolled in Accelerated Academic Literacy. This class used LANGUAGE ! as the primary intervention program. LANGUAGE! is a researched-based reading intervention program for students with significant reading delays. About 25% of the students were enrolled in Basic Reading. This course used Read 180, another evidence-based reading program. Another 10 % were enrolled in Academic Literacy. This course is designed to support the core English class with an extension of standards-based instruction. The largest use of intervention was the Learning Center with 43% of the students receiving value added intervention through this course.

Math

The District has taken several steps to improve student achievement in math. Screening instruments are given at the transition years of 5th and 8th grade to all students. The purpose of these instruments is to support immediate intervention in 6th and 9th grade. In the 2009/2010 school year the District adopted a state approved mathematics program. The program includes an evidence-based core program plus targeted intervention tools and a Tier 3 intervention program. Teachers have been receiving professional development on the use of the core program and the intervention programs. The core curriculum is used in special day programs and the Learning Center. In addition, the District has required schools to provide math intervention for all students who have not passed Algebra (8th grade) or who demonstrate “at-risk” behaviors as identified through universal screening. Schools have the option of using a web-based program, ALEKS, or selecting from the intervention programs included in the math adoption. As in English Language Arts, students with disabilities have been included in all components of math instruction and intervention.

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.

Extended School Year

The four-week extended school year program was designed to support literacy and numeracy interventions. Continued use of the Reading Excellence Work Attack and Rate Development (REWARDS) program provided a strategy for approaching reading of multi-syllabic words. Use of the Voyager Math program filled in the gaps in math instruction. Data collected from both programs showed improved outcomes for students who attended the entire 4-week block.

The Division of Special Education has had significant and productive collaboration during 2009-2010 school year with both elementary and secondary general education programs to institutionalize a multi-tiered model of service delivery for all students with an emphasis on serving students with disabilities in the most appropriate ELA and mathematics instructional and intervention 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, 2008-2009.

The three components of a multi-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 multi-tiered models

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.

Collaboration between the Office of Curriculum, Instruction, and School Support, the Local District Offices and the Division of Special Education is essential in assisting schools to implement and monitor interventions in an appropriate manner for the selected students. This will be continued in the 2010-2011 Targeted Strategy Plan, Outcome 2 through the continued assignment of Least Restrictive Environment Specialists to strategically support targeted schools; and by providing professional development to school personnel to enhance their knowledge and skills regarding the three-tiered model and research-based intervention strategies.

The District proposes continuing these primary strategies—continued institutionalization of multi-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 professional development and monitoring 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
Approved by the Independent Monitor June 17, 2010

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.

2-1	<p>STRATEGY: 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>RESOURCE ALLOCATION: \$1 million (Program Improvement-LEA Year 3 Corrective Action Grant)</p>
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COMPLETED 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.*

COMPLETED 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.*

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

COMPLETED 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.*

CONTINUE 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:

Intervals	Indicators
December 2010	Special education teachers receive training on the ELA Instructional Guides and implement strategies in classrooms as monitored by the Local District.
May 2011	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.

2-2	<p>STRATEGY: 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>RESOURCE ALLOCATION: \$1 million (Program Improvement-LEA Year 3 Corrective Action Grant as in strategy 2-1)</p>
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COMPLETED 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*

COMPLETED 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.*

COMPLETED 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.*

REVISED 2-2.5: *Integrate students with disabilities into existing middle school intervention options in literacy and math.*

Accountable Personnel:

Executive Director, Division of Special Education, CAO, Office of Curriculum, Instruction, and School Support, Local District Superintendents

- 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.
- Progress monitor targeted schools.

Secondary Principals

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

Initiation Timeline: July 2010

Progress Monitoring:

Intervals	Indicators
December 2010	Data for number of students with disabilities participating in literacy and math intervention programs. Data indicating ELA and Math progress for students with disabilities in intervention programs.
May 2011	Data for number of students with disabilities participating in literacy and math intervention programs. Data indicating ELA and Math progress for students with disabilities in intervention programs.

COMPLETED 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 8th grade students performing below basic or far below basic;; targeted use of the learning center elective for 6th and 7th 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.*

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

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

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

2-3	<p>STRATEGY: Make public the information and hold accountable all applicable school personnel to implement IEP designated accommodations for instruction and test situations.</p> <p>RESOURCE ALLOCATION: No additional resource allocation necessary.</p>
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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.*

CONTINUE 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 2010

Progress Monitoring:

Intervals	Indicators
Spring 2011	Principal certification