

TARGETED STRATEGY PLAN—MCD OUTCOME 2

INTRODUCTION

The following strategies will be used to target the barriers to achievement of Outcome 2:

1. Continue to institutionalize multi-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.
2. Institute a research-based intervention, including response to intervention (RtI), program for English/language arts and/or math in addition to the core curriculum using the same target criteria as for the first strategy.
3. Make public the information and hold accountable all school personnel to implement IEP designated accommodations for instruction and test situations.

These primary strategies have been identified from the (a) an analysis of various data, (b) research findings, (c) focus groups, task forces, or committees convened relative to the outcome, and (d) a review of the impact of particular action steps from the prior annual plan or plans.

CST PERFORMANCE

2005 CST Data Analysis

Performance data for Outcome 2 are based on the spring 2005 STAR individual student testing file. The STAR file provides student-level data and reflects the inclusion/exclusion rules recommended by the state.

Only Local District 1 achieved the Outcome in ELA; all Local Districts improved from 2003-04. LAUSD improved from 17.8% to 20.4% in ELA but was still below the Outcome (27.5%). Local Districts 1, 2, and 4 increased performance over 2003-2004 by 3% or more; the remaining local districts increased performance from .9% to 2.8%, with Local Districts 5, 6, and 7 demonstrating less than 2.5% performance growth. LAUSD increased performance 2.6%¹.

Only Local District 1 achieved the Outcome in math; all Local Districts except Local District 6 improved. LAUSD improved from 18.3% to 19.4% in math but was still below the Outcome (30.2%). Local District 2, 3, 5, 7, 8 demonstrated very small percentage growth over 2003-2004, ranging from .3% to 1.9%. Local District 6 decreased .5% from the previous year. LAUSD increased performance 1.1%.²

Further analyses of performance data by schooling level indicate that elementary performance is considerably higher in English language arts and Math than middle and senior high school performance. In ELA and Math, respectively, 26% and 30% of LAUSD elementary students with disabilities had CST scores in the basic or above categories, still below the outcome targets. Respectively, only 18% and 15% of middle and high school students with disabilities scored in the basic and above categories in ELA and 13% and 7% in Math.

Overall the District's performance on the CST for students with disabilities has increased even with increasing participation rates. Access to the core curriculum through increasing implementation of multi-tiered models of service delivery with standards-based instruction provided by general education teachers and appropriately utilized learning centers is expected to have contributed to this improved performance.

¹ See Appendix A, "Performance on the Statewide Assessment – ELA."

² See Appendix A, "Performance on the Statewide Assessment – Math."

However, without significant instructional interventions in all local districts except Local District 1, closing the achievement gap in LAUSD will be a difficult task.

2003-2004 Implementation of Multi-Tier Models of Service Delivery and Learning Centers to Access the Core Curriculum Relative to the 2004 CST Performance Data

Through the implementation of the annual plan the last two years, LAUSD has provided extensive, differentiated professional development modules to school administrators and teachers on multi-tier models of service delivery and the role of learning centers. There have been some issues around appropriate implementation of multi-tier models of service delivery that had to be corrected in some parts of the District. However, many schools have successfully established the multi-tier models which provide instruction with levels of intensity matched to IEP levels of performance.

The most frequent issue regarding implementation of learning centers in the middle and senior high schools has been equipping them with appropriate resources, including instructional materials for pre-teaching, re-teaching, learning mode preferences, and test-taking strategies. This issue has been discussed with Support Unit Administrators this year and has also been discussed on more than one occasion at the Parent Council.

A more direct method of establishing appropriately stocked learning centers will be for the Division of Special Education to provide a basic set of appropriate materials that support the instructional needs for students with disabilities, including strategy instruction at the secondary level. Decisions regarding the allocation of materials for learning centers in elementary, middle, and senior high schools will be based on previous distribution of some materials to some schools, as well as technological needs over instructional needs in a number of high schools.³ Additionally, Support Units were provided materials at all levels to support implementation of appropriate use. Professional development on the use of materials and local monitoring of learning center implementation must be a part of institutionalizing learning centers and their appropriate use for students with disabilities and other students who may be at academic risk as an essential element of multi-tier models of service delivery.

2005-2006 ANNUAL PLAN

The following activities identified as action steps in the 2005-2006 Annual Plan are anticipated to have a positive impact on increasing achievement of Outcome 2, the results of which will not be available until August 2006. It is difficult to identify the individual impact of each action step, but members of the Central and Local District MCD Review Teams have determined through a review and analysis of the data that these action steps have had a positive impact individually or in combination when they have been fully implemented at the appropriate central, local district or school level.

Professional Development⁴

Most of the District's schools that were designated Program Improvement (PI) status were designated in part, if not solely, on the basis of the subgroup, Students with Disabilities, failing to achieve the target percentage for proficient and above. A primary focus was to increase the percent of special education students in grades 2-11 scoring Basic, Proficient, or Advanced on the CST in English/Language Arts and Math.

PI3, PI4, PI5 School Teams. PI3, PI4 and PI5 school teams of general and special educators and an administrator were recommended because of their Program Improvement status to attend Summer (2005) Institutes and/or the Instructional Institutes provided between August and December 2005. Off-track staff

³ See Appendix A, Learning Center Materials, Elementary School; Learning Center Materials, Middle School; and Learning Center Materials, High School.

⁴ *Schools for All Children: Modified Consent Decree 2005-2006 Annual Plan, 2.C.6.*

were paid a training rate of \$25.00 per hour for attendance Monday through Friday, and on Saturdays. Materials for implementing the strategies were provided at no cost to participants. Participating teams engaged in training to build school capacity to:

- Learn practical instructional and organizational strategies to assist students with disabilities to improve their academic achievement;
- Analyze and monitor data for student outcomes;
- Identify and implement accommodations and/or modifications to assist students in accessing the curriculum;
- Learn strategies for differentiating instruction for all students; and
- Develop collaborative practices that facilitate student achievement.

During the 2005-2006 school year, professional development conferences sponsored by the Southern California Diagnostic Center that addressed building school capacity to achieve Outcome 2 included the following:

- Accommodations and Modifications, Differentiating Instruction and Promoting Staff Implementation in the Era of High Standards (September 29, 2005)
- Effective Strategies for Successful Teaching (October 20, 2005)
- Accessing the Core Curriculum: Facilitating Comprehension in the Content Areas (November 1, 2005)

Special Education Paraprofessionals. Summer and Fall Institutes were provided for special education paraprofessionals to increase capacity in working with students instructionally and behaviorally and participating as a team member to meet the needs of students. Participants received Tier I and Tier II certification as they completed each four-day tiered training. 64% of the District special education paraprofessionals participated in the Summer and Fall Institutes.

Parents. In addition to the twice annual six-hour trainings provided in the local districts this last year, four days of Parent Training Institutes for each local district were also provided between August and December 2005 to increase parents' capacity to support increased achievement for students with disabilities by:

- Building confidence and skills for effective collaboration with professionals;
- Understanding their children as thinkers and learners;
- Developing an on-going relationship with the school;
- Pre-planning for the IEP; and
- Learning how to gather information and keep records regarding their child's development.

Focus Group of Experts⁵

Two focus groups of experts from Institutions of Higher Education were convened during the latter half of 2005-2006. The experts made several recommendations regarding best practice teaching models and school intervention measures to promote increased achievement of students with disabilities that have informed the development of the District proposed Targeted Strategy Plan.

Their recommendations as they regard multi-tier models of service delivery for students with mild-to-moderate disabilities are consistent with the current research of D. Deshler (response to intervention);

⁵ *Schools for All Children: Modified Consent Decree 2005-2006 Annual Plan, 2.C.7.*

L.S. Fuchs (monitoring progress and revising intervention plans; systematic formative evaluation on student achievement using curriculum-based measurement); and D.J. Reschly (primary and secondary interventions). These experts have reinforced District efforts to increase school capacity for providing quality instruction based on the research that increases access to the curriculum while meeting the specific needs of students with Tier II and III interventions.

Outside experts included:

- Carrie Ann Blackaller, Ph.D., California State University, Dominguez Hills;
- Lynn H. Cook, Ph.D., Dean of the College of Education, California State University, Dominguez Hills;
- Edwin S. Ellis, Ph.D., Professor of Interdisciplinary Teacher Education, University of Alabama, and Associate Research Scientist, Center for Research in Learning, University of Kansas;
- Victoria Graf, Ph.D., Loyola Marymount University;
- Mary Falvey, Ph.D., California State University, Los Angeles;
- Wendy Murawski, Ph.D., California State University, Northridge; and
- Ann Selmi, Ph.D., California State University, Dominguez Hills.

School CST Performance Reports⁶

Schools were provided STAR student level performance data reports, including data for their students with disabilities, by Planning, Assessment, and Research Branch. These reports were used to strategically target those students in the Below Basic and Far Below Basic categories for intensive instructional interventions to support increased achievement on the Spring 2006 CST. Most recently, this data was used in the Spring 2006 Reading Intervention Pilot Program discussed below.

School level performance data should continue to be used to target schools that are struggling with increasing academic performance for students with disabilities. The regular review and analysis of data for this outcome and others has proven effective in maintaining a focus on particular areas that need improvement at the school level and for undertaking strategic activities that support necessary change.

INCREASING CST PERFORMANCE THROUGH SYSTEMATIC READING AND MATH INTERVENTIONS

Qualified Staff Data

Analysis of May 2006 data regarding the percentage of qualified special education teachers is relative to the local District and LAUSD performance on this outcome. Local Districts 1, 2, 4, and 8 each have 81.52% or more fully credentialed special education teachers. The local districts with the lower percentages of credentialed special education teachers include Local District 3 (76.5%), 5 (75%), 6 (76.51%) and 7 (66.91%), all of which also have the highest percentages of interns and emergency permit teachers. Local Districts 3, 5, and 7 have less than 95% fully credentialed general education teachers. Therefore, short-term academic performance increases are more difficult to attain in those local district challenged by issues of teacher recruitment and retention and the need for additional training. This data would suggest that strategic interventions to increase academic performance and close the achievement gap in these challenged local districts will need to be designed for implementation by many less

⁶ *Schools for All Children: Modified Consent Decree 2005-2006 Annual Plan, 2.C.9.*

experienced teachers who may also be challenged with learning how to implement the District's other core curricular areas.

Spring 2006 Elementary Reading Intervention Pilot Program

District CST results indicate that students with disabilities are not performing at the same level as other subgroups. If the achievement gap is to be closed, research-based Tier II and III interventions in addition to core curriculum will be necessary. These interventions need to be structured to be delivered during the instructional day to address the greatest number of students consistently.

LAUSD piloted a research-based school day intervention program, Voyager Passport, in 47 elementary schools in Local Districts 3, 4, 5, 6, and 7 beginning March 20, 2006 for students with disabilities scoring in the CST Below Basic and Far Below Basic categories in 2005. The pilot was conducted to determine if a short intensive intervention effort in addition to instruction in the core reading program as a primary intervention would have an impact on improving reading performance and increase 2006 CST scores for these students. Schools with at least 50 students in programs for mild-to-moderate disabilities with CST scores falling into the categories of Below Basic and Far Below Basic were invited to voluntarily participate with no more than 50 schools to participate in the pilot. Training for implementation of the pilot included 28 school administrators, 15 program specialists, 15 teachers, and 197 paraprofessionals.

Voyager Passport was selected for the intensive school day intervention pilot program based on the successful short-term and long-term results in other urban school districts, including New York City, Baltimore, Washington, D.C., and Texas (statewide). Overall, the results from implementation of the program in these states significantly accelerated the reading growth for students in these school districts.⁷ Passport is designed to meet the needs of students who show an inability to demonstrate fluency on critical measures that assess the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These include second language learners, as well as students who have merely fallen behind their classmates in these critical reading skills, learners who demonstrate reading difficulties, or are students identified for special education.

The construct of the program is based on the following research findings:

- Longitudinal data show that disadvantaged students who begin school with lower reading skills than their more advantaged peers fail to close the gap in reading (Davison, Seo, Davenport, Butterbaugh, and Davison, 2004).
- Many students have difficulty achieving reading fluency. Research studies have documented the strong relationship between fluency and comprehension (Fuchs, Fuchs, and Maxwell, 1988; Samuels, 2002; Shinn, Good, Knutson, Tilly, and Collins, 1992; Kuhn and Stahl, 2000; Myer and Felton, 1999).
- Fluency typically develops from reading practice (National Reading Panel, 2000). Students who read more text incorporate more words into their sight vocabulary, which significantly explains differences in reading fluency (Torgesen, Rashotte, and Alexander, 2001).
- Research suggests that students who are significantly below expected rates in reading fluency in the intermediate grades and beyond often require additional intensive and prolonged interventional instruction (Rasinski, 2003).

Second through fifth grade students receiving special education services who also scored Below Basic or Far Below Basic on the CST were provided supplemental instruction in comprehensive reading intervention 5 days a week for 45 minutes a day during afternoon pullout sessions. Generally, an assessment would be administered at the beginning of the school year (Benchmark 1). However, as the program was not implemented until March, the mid-year assessment was used (Benchmark 2) as the

⁷ More specific data is available upon request.

initial indicator. Instruction was provided in small groups with a 6:1 student to teacher ratio. The lessons strategically integrated the critical skills most needed by struggling readers to improve reading skills including targeted word study, self-selected reading, comprehension, vocabulary, and fluency instruction.

The Vital Indicators of Progress (VIP) (DIBELS) provided reliable assessment measures that identify deficits in reading skills. The students' IEP recommendations and VIP scores served to target instruction. Regular progress monitoring informed instruction on critical skills. With ongoing progress monitoring to ensure that instruction is increasing proficiency in all essential reading skills, students benefited by receiving instruction targeted to individual needs. Separate modules, built for ease of instruction, allowed teachers to extend, delete, or repeat a module as necessary. Support services included data management and online services, web-based and telephone support, and on-site implementation support. A general outline for the use of on-site and administrative support days is provided initially and adjusted based on the needs of the schools.

The 8 week pilot program yielded the following results as measured by the Vital Indicators of Progress (VIP) [equivalent to Dynamic Indicators of Basic Early Literacy Skills (DIBELS) instrument]:

- 3rd grade students with disabilities more than doubled the reading growth they were previously experiencing.⁸
- 4th grade students experienced more than four times the rate of fluency growth previously experienced, reducing the number of students identified as struggling by 17.6% and increasing the number of students on-track by 300%.⁹
- 5th grade students made nearly four times the reading growth previously experienced, representing an 11% decrease in students identified as struggling and increasing the number of students identified as on-track based on oral reading fluency by 40%.¹⁰
- At this point 2nd grade does not have any data beyond the initial benchmark that can be used for comparison. Following the final data collection in June, it is expected that 2nd grade student growth will be able to be summarized as well.¹¹

These data take the average of the latest fluency measure administered and subtract the average of the earliest fluency measure. Scores are only included for students with scores at those two points. Across schools, the number of weeks between measures and the number of students the data represents do vary. Samples size for each analysis is provided on the attached data graphs. Preliminary findings from the current intervention period with LAUSD special education students, as well as prior use of Voyager Passport in other urban school districts, suggest that a research-based intervention program can be a powerful targeted strategy to promote rapid growth for students struggling with reading. All students who had an adequate number of assessment measures for comparison made gains in oral reading fluency with the intervention.

Prior Use of the Research-Based Intervention Program in LAUSD's Beyond the Bell Program

Grade 6, 7 and 8 students receiving services through Beyond the Bell in 57 middle schools participated in a comprehensive reading intervention program using Voyager Passport between February 14, 2005 and April 30, 2005. The intervention was provided through one of three models: 3 days/week after school (60 minutes/day); 2 days/week after school (90 minutes/day); or 1 day/week (Saturday) (180 minutes/day).

⁸ See Appendix A, Third Grade LAUSD Accelerated Student Gains in 6 weeks (interim) and Third Grade by Local District, Interim Report.

⁹ See Appendix A, Fourth Grade LAUSD Special Education Cohort Accelerated Student Gains 2006 (Interim), Fourth Grade Expectations, and Fourth Grade by Local District, Interim Report.

¹⁰ See Appendix A, Fifth Grade LAUSD Special Education Cohort #1 Accelerated Student Gains, LAUSD Fifth Grade Growth Expectations, and Fifth Grade by Local District, Interim Report.

¹¹ See Appendix A, Second Grade Draft Status Report.

The lessons strategically integrated the critical skills most needed by struggling readers to improve reading skills, including targeted word study, self-selected reading, comprehension, vocabulary, and fluency instruction. Intervention focus was on targeted word study, comprehension, vocabulary, and fluency.

Beyond the Bell implementation of this program yielded the following results for students participating in the program:

- 42% of all 6th grade students increased their CST score in reading and language arts and 21% grew enough to move up a performance category. <1% of the 6th graders moved from Far Below Basic to Proficient; 5% moved from Far Below Basic to Basic; 35% moved from Far Below Basic to Below Basic; and 59% remained in Far Below Basic category.¹²
- 58% of the 7th grade students increased their CST score, and 38% grew enough to move up a performance category in reading and language arts. There was a statistically significant change in the percentage that reached the basic or above basic level on the CST. 38% of the 7th graders grew enough to move up a performance category in reading and language arts from 2003-2004 to 2004 to 2005. <1% of the 7th graders moved from Far Below Basic to Proficient; 11% moved from Far Below Basic to Basic; 47% moved from Far Below Basic to Below Basic; and 41% remained in Far Below Basic category.¹³
- 6th grade students doubled expected fluency gains; 7th grade students tripled expected fluency gains; and 8th grade students made four times the expected fluency gains.¹⁴

The data regarding the use of Voyager Passport as an intervention measure contributes to the argument that specific reading interventions for students struggling with achievement in the core curriculum will contribute to increasing student reading performance. Such a measure will be critical for reaching the Outcome 2 target for CST performance in English/Language Arts and closing the achievement gap for students with disabilities.

Math Intervention Program

District CST results indicate that students with disabilities are not performing at the same level as other subgroups in mathematics. Like reading, if the achievement in math for more students with disabilities is to increase to the level of other subgroups, research-based interventions in addition to core math instructional program will be necessary. These interventions need to be available during the instructional day to address the greatest number of students with disabilities consistently.

The Division of Special Education investigated a number of research-based mathematics programs as supplemental or interventions to improve academic achievement for students with disabilities in elementary grades. TouchMath was selected to be used as a mathematics intervention program in the elementary learning centers. The program design provides for intensive, sustained instruction that uses multiple modalities; including tactile and visual cues. It is explicit, provides scaffolding, and emphasizes critical elements needed for students to understand mathematical concepts. The program includes the research-based, effective practices for intervention, including progress monitoring, assessment of progress against key objectives, direct instruction of skills and strategies, and guided practice (Torgeson, 2002, Stranger, 1996). The selected math intervention program is aligned to the State mathematics standards and to the intervention component as outlined in the state Mathematics Framework.

¹² See Appendix A, LAUSD Beyond the Bell ELP/TSP—Grade 6.

¹³ See Appendix A, LAUSD Beyond the Bell ELP/TSP—Grade 7.

¹⁴ See Appendix A, 6th Grade Students Double Expected Fluency Gains, 7th Grade Students Triple Expected Fluency Gains, 8th Grade Students Make 4 Times the Expected Fluency Gains.

As the majority of the items of the California High School Exit Exam are based on seventh grade standards, middle school students must have a proficient understanding of these standards to pass the CAHSEE and to be successful in higher level mathematics classes. There are currently no specific mathematics intervention programs for secondary students that have been adopted by the State.

The Division of Special Education has explored several evidenced-based programs to support improved outcomes in math for secondary students on a diploma pathway. Algebra Ready has been selected for use at the middle school level in a response-to-intervention mode. Algebra Rescue is being made available for use in learning centers at the high school level as a supplemental program. These programs include research-based practices in effective instructional practice and math intervention. The practices include the use of ongoing progress monitoring (Shinn, Deno, etc.), direct instruction (Carnine, Rosenshine, etc.), strategy instruction (Swanson, Deshler) and the use of targeted intensive intervention. Each program includes a process for ongoing monitoring of learning, direct instruction of both skills and strategies, and meaningful guided practice in a format matched to student learning. All are aligned to the state mathematics standards, particularly those identified in the intervention component of the 2006 Mathematics Framework outlined by the State Department of Education and the LAUSD Mathematics Instructional Guide.

The use of instructional interventions to support improved performance for students with disabilities will be critical to improving CST performance in math and attaining Outcome 2. Good math interventions in addition to core instruction, including support in learning and passing Algebra I, in combination with improved learning centers to support students with disabilities, will also be key to closing the achievement gap.

USE OF IEP ACCOMMODATIONS FOR CST

An analysis of the 2004-05 data regarding how students are to take statewide assessments as designated on their IEPs relative to those accommodations/modifications identified as used in the State testing file data indicates that more emphasis needs to be placed on school staff use of accommodations during testing if they have been appropriately designated in the IEP. Data indicates that 41% of the students took the test in accordance with what the IEP specified (no accommodations, specific accommodations, or specific accommodations and modifications). 51% tested with fewer accommodations and/or modifications than specified in the IEP. 6% took the test with more accommodations and/or modifications than designated on the IEP. Nearly 2% had no indication on the IEP regarding how they would participate in statewide assessments.

In the Spring of 2005-06, a student level Welligent Accommodations and Modifications Report was developed for schools to publish and distribute to teachers for the application of instructional and testing accommodations and modifications. This is the first time teachers have not had to review student IEPs to determine individual student accommodations and modifications that were allowed in state-wide testing. It is unknown how widely this report was used this year because its announcement was limited to the Welligent Announcements and the *MCD Update* and *Special Education Update* that were distributed to principals at their monthly meetings. However, institutionalization of the use of this report by teachers and testing coordinators, rather than relying on their review of IEPs, will contribute to increased CST scores in English/Language Arts and Math.

CONCLUSION

Students with disabilities have had limited access to the core curricular areas by teachers qualified to teach the content areas for many years. The Individuals with Disabilities Education Improvement Act of 2004 clearly states that students with disabilities receiving instruction in the general education classroom

with their typical peers is preferable. LAUSD's least restrictive environment initiative for students with disabilities started with the Division of Special Education's strategic plan, *Schools for All Children*, in which multi-tier models of service delivery based on current research were identified for achieving this preference. Subsequent modifications and revisions of multi-tier models of service delivery through the last three Modified Consent Decree annual plans have proven effective in opening general education classroom doors for students with mild-to-moderate disabilities. High expectations for their learning with special education supports and services have contributed to increasing their academic performance. At present multi-tier models of service delivery including the appropriate implementation of learning centers has not yet been achieved District wide. It is critical to the overall District performance of students with disabilities that these practices become institutionalized so that students with disabilities are embraced as valued learners with equal access to teaching and learning. For these reasons, a key strategy for achieving Outcome 2, a core measure of whether students with disabilities are learning, is to continue to expand research-based multi-tier models of service delivery so that they become institutionalized in LAUSD schools and contribute to making schools for all children.

The achievement gap between students with disabilities and other learners is dramatic, with most students with disabilities in the Below Basic and Far Below Basic categories of CST performance. While increased opportunities for students to be integrated in general education classrooms will contribute to some growth, most students are still struggling to keep up with the standards. Some research-based intervention programs have demonstrated some remarkable growth for many students. The Spring 2006 reading intervention pilot study involving 47 schools demonstrated some promising results with preliminary data. Further results will be available for schools involved in the 2006 ESY program for students with mild-to-moderate disabilities for both reading and math. Proven, in-school research-based intervention programs for students struggling in reading and math should be a major strategy for achieving Outcome 2 by using strategic interventions to close students' achievement gaps.

Finally, the use of appropriate IEP specified accommodations for instruction and testing (in accordance with California Department of Education guidelines) can only assist students with disabilities in accessing core curriculum with the supports that they need and increasing performance on Statewide assessments. Enhanced communication and enforced accountability for implementation of instructional and assessment accommodations should be a primary strategy for increasing student performance on the CST and achieving Outcome 2.

The District submits that these three primary strategies—institutionalization of research-based multi-tier models of service delivery, implementation of in-school reading and math interventions, and use of IEP specified accommodations— as key strategies that will significantly increase LAUSD's opportunity for achieving Outcome 2.

The District's proposed targeted strategy plan for Outcome 2 follows.

INDEPENDENT MONITOR'S APPROVAL OF THE TARGETED STRATEGY PLAN

The Independent Monitor approved the Targeted Strategy Plan for Outcome 2 on August 11, 2006. As a condition of the approval, he required the following activities to be completed by the District according to their corresponding dates.

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| October 1, 2006. | 2-1.1: Provide the Independent Monitor with a list of the schools to be targeted. |
| October 1, 2006 | 2-1.2, 2-1.3 and 2-1.4: Provide the Independent Monitor with appropriate learning center operational standards. |
| December 1, 2006 | 2-1.2, 2-1.3, and 2-1.4: Provide documentation to the Independent Monitor that |

the learning center materials specified in Appendix A are in place in schools.

- December 1, 2006 **2-1.3 and 2-1.4:** Provide documentation to the Independent Monitor that the learning center materials specified in Appendix A are in place in schools.
- December 1, 2006 **2-2.2 and 2-2.4:** Provide documentation to the Independent Monitor that all specified intervention program materials are in place at all targeted schools including evidence that the quantity of such materials at each school are sufficient to meet student needs by.
- January 31, 2007 **2-2.1 and 2-2.3:** Evaluate the success of the literacy and math intervention programs and present to the Independent Monitor a plan on how ESY programs can be more effectively used to improve performance on Outcome 2.
- July 31, 2007 **2-3.2:** Report to the Board of Education and the Independent Monitor the percentage of students at each school who received the required IEP designated accommodations during 2007 CST.

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

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 multi-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: \$1.7 million (LRE Mini-Grants and \$4 million (Program Improvement-LEA Grant and CAHSEE grant carryover—also applied to 2-2)¹⁵</p>
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2-1.1 *Target lowest performing local districts as measured by 2005 CST data for institutionalizing multi-tiered models of service delivery for general education teacher core instruction and special education teacher specially designed instruction and supports through professional development and coaching of school teams.*

Local District Target Criteria: Local Districts with a high percent (60% or more) of students with disabilities achieving at the Far Below Basic and Below Basic categories in English Language Arts and/or Mathematics based on 2004-2005 CST data will be targeted for institutionalizing multi-tiered models of integrated service delivery. If the 2005-2006 CST data indicates a significant change in Local District performance, the identification of targeted Local Districts may change.

School Target Criteria: Schools within each targeted local district with a high percent (80% or more) of their students with disabilities achieving at the Far Below Basic and Below Basic categories in English Language Arts and/or mathematics based on 2004-2005 CST data will be targeted for institutionalizing multi-tiered models of integrated service delivery. If the 2005-2006 CST data indicates a significant change in individual school performance, the identification of targeted schools may change.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Identify target districts and schools.
- Provide professional development for administrative-teacher school teams.
- Provide coaching support.
- Monitor implementation.

Local District Superintendents

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

¹⁵ See Appendix A for lists of learning center materials for elementary, middle, and senior high schools.

Targeted School Principals

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

Initiation Timeline: August 2006

Progress Monitoring: Twice annually

Intervals	Indicators
December 2006	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists. Elements of the progress monitoring will be random site visitation using a standard observation checklist and a review of math and/or English Language Arts student data.
April 2007	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists. Elements of the progress monitoring will be random site visitation using a standard observation checklist and a review of math and/or English Language Arts student data.

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.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Establish and communicate learning center operational standards and corresponding checklists.
- Establish and communicate appropriate learning center materials inventories and corresponding checklists to Local District personnel, schools and the Office of the Independent Monitor.

Local District Superintendents and Directors

- Supervise implementation through school on-site operational and inventory checklist reviews.

Senior High School Principals

- Supervise implementation through operational and inventory checklist reviews and monitoring of academic progress monitoring.

Initiation Timeline: July 2006

Progress Monitoring Intervals: Twice annually

Intervals	Indicators
December 2006	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists.

Intervals	Indicators
	Elements of the progress monitoring will be random site visitation using a standard observation checklist and a review of math and/or English Language Arts student data.
April 2007	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists. Elements of the progress monitoring will be random site visitation using a standard observation checklist and a review of math and/or English Language Arts student data.

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

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Establish and communicate learning center operational standards.
- Establish and communicate appropriate learning center materials inventories to Local District personnel, schools and the Office of the Independent Monitor.

Local District Superintendents and Directors

- Supervise implementation through school on-site operational and inventory checklist reviews.

Middle School Principals

- Supervise implementation through operational and inventory checklist reviews and monitoring of academic progress monitoring.

Initiation Timeline: July 2006

Progress Monitoring Intervals: Twice annually

Intervals	Indicators
December 2006	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists. Elements of the progress monitoring will be random site visitation using a standard observation checklist and a review of math and/or English Language Arts student data.
April 2007	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists. Elements of the progress monitoring will be random site visitation using a standard observation checklist and a review of math and/or English Language Arts student data.

2-1.4: Review elementary schools for defined district-wide learning center operational standards and expected inventories of supplementary instructional materials that address the achievement needs of elementary school students with mild-to-moderate disabilities. Accountable Personnel:

Associate Superintendent, Division of Special Education

- Establish and communicate learning center operational standards.
- Establish and communicate appropriate learning center materials inventories to Local District personnel, schools and the Office of the Independent Monitor.

Local District Superintendents and Directors

- Supervise implementation through school on-site operational and inventory checklist reviews.

Elementary School Principals

- Supervise implementation through operational and inventory checklist reviews and monitoring of academic progress monitoring.

Initiation Timeline: July 2006

Progress Monitoring Intervals: Twice annually

Intervals	Indicators
December 2006	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists. Elements of the progress monitoring will be random site visitation using a standard observation checklist and a review of math and/or English Language Arts student data.
April 2007	Progress monitoring of each targeted school will be conducted by Local District Directors in consultation with LRE Specialists. Elements of the progress monitoring will be random site visitation using a standard observation checklist and a review of math and/or English Language Arts student data.

2-2	<p>STRATEGY: Institute the research-based literacy intervention program and the math intervention program including a response to intervention (RtI) program for English/Language Arts, in addition to the core curriculum.</p> <p>RESOURCE ALLOCATION: \$4 million (included in 2-1 resource allocation)</p>
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2-2.1: *Incorporate the research-based Tier II literacy intervention program, Voyager Passport, with publisher support into elementary ESY English/Language Arts instruction during 2005-2006 ESY for students with disabilities.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

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

Elementary School ESY Principals

- Supervise ESY implementation of literacy program.

Initiation Timeline: July 2006

Progress Monitoring: Vital Indicators of Progress (VIP) with Pre and Post Test Benchmarks for Voyager Passport

Intervals	Indicators
September 2006	Vital Indicators of Progress

2-2.2: *Expand Voyager Passport literacy intervention program with publisher and program specialist support to elementary and middle schools on target list.*

Target School Criteria: Schools with a high percent (80%) of their students with disabilities achieving at the Far Below Basic and Below Basic categories in English/Language Arts based on 2004-2005 CST data will be targeted for implementation of the Voyager Passport intervention program. This represents 180 elementary schools and 62 middle schools. If the 2005-2006 CST data indicates a significant change in individual school performance, the identification of targeted schools may change.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Identify target schools based on CST data.
- Purchase program materials.
- Provide training for teachers of students with disabilities in targeted 180 elementary and 62 middle schools for full implementation.

- Provide the following data to the Office of the Independent Monitor
 - Number of administrators, teachers, and paraprofessionals trained
 - Number of schools with trained personnel

Local District Superintendents and Directors

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

Elementary and Middle School Principals

- Allocate necessary school resources and staff for pilot project.
- Oversee implementation of literacy intervention program.
- Track student achievement.

Initiation Timeline: July 2006

Progress Monitoring: Vital Indicators of Progress (VIP) with Pre and Post Test Benchmarks for Voyager Passport

Intervals	Indicators
December 2006	Vital Indicators of Progress
April 2007	Vital Indicators of Progress

2-2.3: *Incorporate the research-based Tier II math intervention program, TouchMath, with publisher support into elementary ESY math instruction during 2005-2006 ESY for students with disabilities.*

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Purchase program materials.
- Provide training for teachers of ESY programs to implement math intervention programs.
- Number of administrators, teachers, and paraprofessionals trained.
- Oversee ESY implementation.

Elementary School ESY Principals

- Supervise ESY implementation of math program.

Initiation Timeline: July 2006

Progress Monitoring: Teacher Survey of student usage and progress

Intervals	Indicators
September 2006	Teacher survey results

2-2.4: Expand TouchMath math (elementary level) and Algebra Ready (middle school level) intervention programs with publisher and program specialist support to all elementary and middle schools on target list.

Target School Criteria: Schools with a high percent (80%) of their students with disabilities achieving at the Far Below Basic and Below Basic categories in Mathematics based on 2004-2005 CST data will be targeted for implementation of the TouchMath intervention program. This represents 108 elementary schools and 82 middle schools. If the 2005-2006 CST data indicates a significant change in individual school performance, the identification of targeted schools may change.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Identify target schools based on CST data.
- Purchase program materials.
- Provide training for teachers of students with disabilities and/or paraprofessionals to provide math interventions in target schools.

Local District Superintendents and Directors

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

Elementary and Middle School Principals

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

Initiation Timeline: July 2006

Progress Monitoring: Biannual progress monitoring strategies will include pre and post assessments.

Intervals	Indicators
December 2006	Curriculum based measures
April 2007	Curriculum based measures

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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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.

Accountable Personnel:

Associate Superintendent, Division of Special Education

- Provide training on Welligent report capability and use to APEISs, Bridge Coordinators, and designated secondary administrators and coordinators.

Local District Superintendents and Directors

- Hold principals accountable for APEISs, Bridge Coordinators and designated secondary administrators and coordinators attending training.

School Principals

- Hold school staff accountable for attending training.

Initiation Timeline: July 2006

Progress Monitoring: Documentation of training attendance

Intervals	Indicators
October 2006	Principal certification

2-3.2: Hold applicable school staff accountable for using instructional and testing accommodations in accordance with the IEP as indicated on SIS test rosters.

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.
- Develop procedures for schools to access SIS rosters specifying testing accommodations for students with disabilities.

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 on SIS testing rosters.

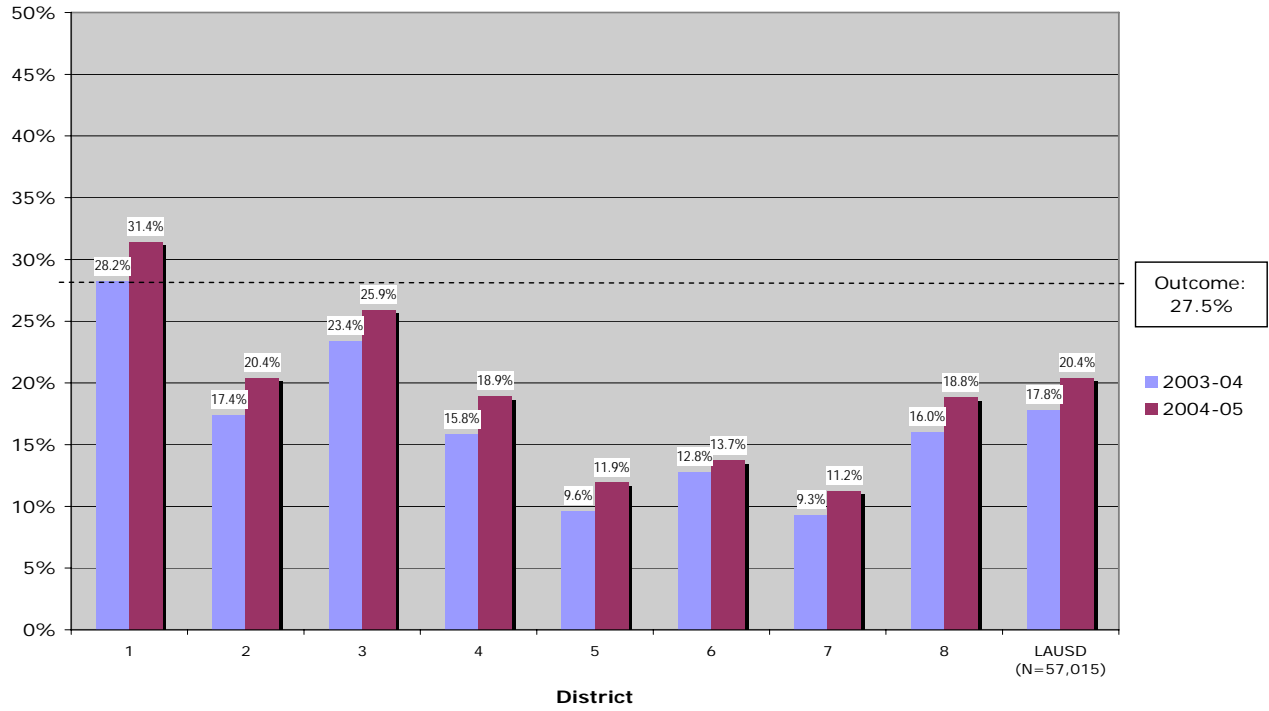
Initiation Timeline: September 2006

Progress Monitoring: Biannual progress monitoring to include: SIS testing roster and Welligent report

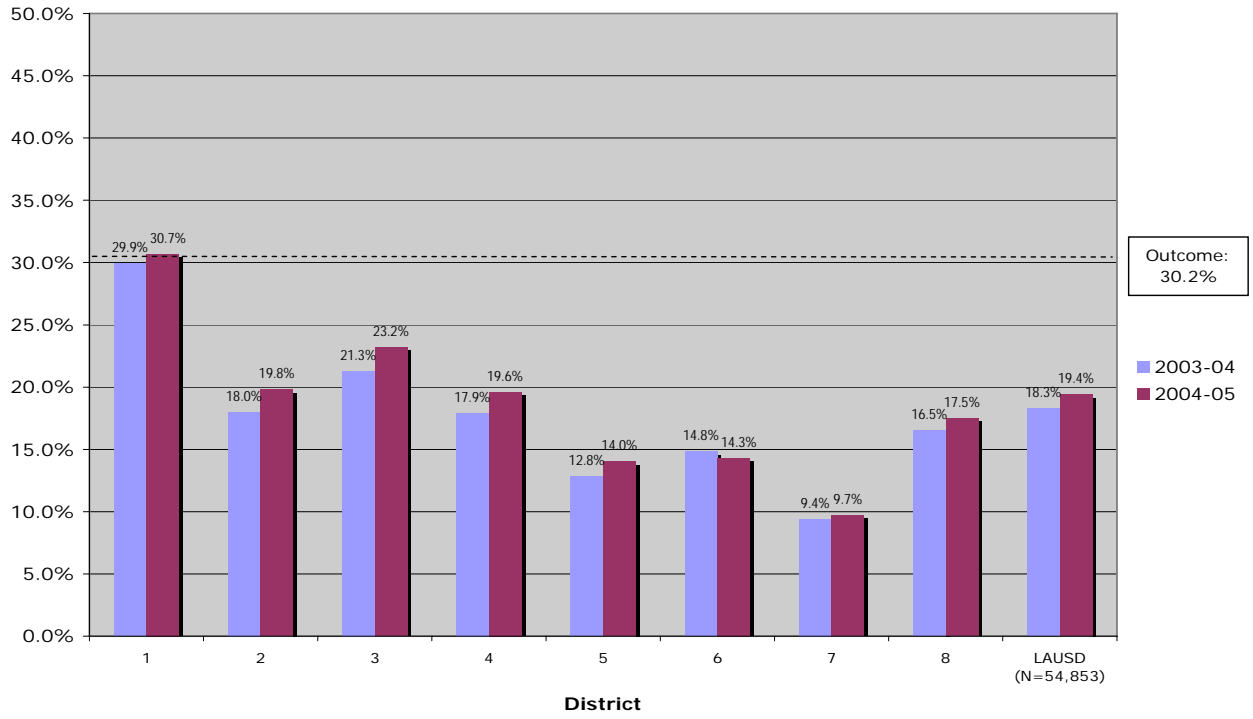
Intervals	Indicators
December 2006	Principal certification
April 2007	Principal certification

Appendix A: Outcome 2

Outcome 2: Performance on the Statewide Assessment - ELA



Outcome 2: Performance on the Statewide Assessment - Math



LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education

LEARNING CENTER MATERIALS INVENTORY
ELEMENTARY SCHOOL
2006-2007

ITEM	DESCRIPTION	VENDOR	NUMBER
TouchMath		Innovative Learning	457
Literacy Manipulative Kit	Materials to assist in ELA instruction	Teaching Resource Center	457
Fluency Formula Kit	Fluency and Comprehension Materials	Scholastic	457
Momentum Library	Leveled Library	Scholastic	457
Grade 2 Manipulatives Kit	Reading Manipulatives	Scholastic	457
Basic Reading Inventory	Progress Monitoring	Kendall Hunt	457
Improving Reading CDR	Assessment	Kendall Hunt	457
Basic Skill Builders	Math K-1 Assessments	Sopris West	457
Basic Skill Builders	Math 2-3 Book Assessments	Sopris West	457
Basic Skill Builders	Math 4-5 Book Assessments	Sopris West	457
Basic Skill Builders	Reading Set Assessments	Sopris West	457
Basic Skill Builders	Spelling Set Assessments	Sopris West	457

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education

LEARNING CENTER MATERIALS INVENTORY
MIDDLE SCHOOL
2006-2007

ITEM	DESCRIPTION	VENDOR	NUMBER
Understanding Math Plus	Software Licenses	Acorn Media	125
Teaching Reading in Math	Reading in Content Areas	ASCD	100
Teaching Reading in Science	Reading in Content Areas	ASCD	100
Teaching Reading in Social Studies	Reading in Content Areas	ASCD	100
Math-scool	Unit A & DVD Player	Best Quest	50
SOLO Software	Software to Promote Access to Core Curriculum	Don Johnston	65
SOLO Software	Licenses	Don Johnston	260
Advanced Skills for School Success	Module 1 School Behaviors	Curriculum Associates	100
Advanced Skills for School Success	Module 4 Learning from Visual	Curriculum Associates	100
Advanced Skills for School Success	Module 3 Effective Reading	Curriculum Associates	100
Skills for School Success	Book 3 Teacher Guide	Curriculum Associates	100
Skills for School Success	Book 4 Teacher Guide	Curriculum Associates	100
Math Go Figure	Teacher's Edition	Sopris West	91
Practicing Basic Skills/One Minute Fluency	Math 6-8 (3 per school)	Sopris West	273
Practicing Basic Skills/One Minute Fluency	Language Arts (3 per school)	Sopris West	273
Assessing Reading Multiple Measures		Academic Therapy	100
Literacy Strategies for Improving Math Instruction		ASCD	100
50 Literacy Strategies, Step by Step		ASCD	100
50 Literacy Strategies for Teaching ELL		ASCD	100
Summarization in Any Subject	50 Techniques	ASCD	100
Successful Inclusion Strategies Secondary & MS		Corwin Press	100
Phonics for Reading	Level 1 Student Book	Curriculum Associates	100
Phonics for Reading	Level 1 Teacher Guide	Curriculum Associates	100
Phonics for Reading	Level 2 Student Book	Curriculum Associates	100
Phonics for Reading	Level 2 Teacher Guide	Curriculum Associates	100
Phonics for Reading	Level 3 Student Book	Curriculum Associates	100
Phonics for Reading	Level 3 Teacher Guide	Curriculum Associates	100
Double Sided Marker Boards		ETA Cuisenaire	91
Intermediate DEMO Kit		ETA Cuisenaire	91
Learning Intervention Manual	3 per school	Hawthorne Ed Services	273
Paraeducator Guide		National Professional Res	100
Strategy Instruction for Students with LD		National Professional Res	100
Teaching Math to MS Students with LD		National Professional Resources	75
Alpha Smarts	Neo by Alpha Smart (5 per school)	Renaissance Learning	455
Listening Center	CD/Cassette	School Outfitters	91
Meeting Standards Book		Sopris West	91
One Minute Academic Functional Assessments		Sopris West	91

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education

LEARNING CENTER MATERIALS INVENTORY
HIGH SCHOOL
2006-2007

ITEM	DESCRIPTION	VENDOR	NUMBER
Understanding Math Plus	Software	Acorn Media	75
Teaching Reading in Math	Reading in Content Areas	ASCD	75
Teaching Reading in Science	Reading in Content Areas	ASCD	75
Teaching Reading in Social Studies	Reading in Content Areas	ASCD	75
SOLO Software	Software to Promote Access to Core Curriculum	Don Johnston	40
SOLO Software	Licenses	Don Johnston	160
Six Minute Solution	Grades 6-9	Sopris West	114
Advanced Skills for School Success	Module 1 School Behaviors	Curriculum Associates	75
Advanced Skills for School Success	Module 2 Completing Daily Assignments	Curriculum Associates	75
Advanced Skills for School Success	Module 4 Learning from Visual	Curriculum Associates	75
Advanced Skills for School Success	Module 3 Effective Reading	Curriculum Associates	75
Skills for School Success	Book 3 Teacher Guide	Curriculum Associates	75
Skills for School Success	Book 4 Teacher Guide	Curriculum Associates	75
Math Go Figure	Teacher's Edition	Sopris West	57
Practicing Basic Skills/One Minute Fluency	Remedial Secondary (3 per school)	Sopris West	171
Practicing Basic Skills/One Minute Fluency	Algebra (3 per school)	Sopris West	171
Practicing Basic Skills/One Minute Fluency	Language Arts (3 per school)	Sopris West	171
Assessing Reading Multiple Measures		Academic Therapy	75
Literacy Strategies for Improving Math Instruction		ASCD	75
50 Literacy Strategies, Step by Step	2 nd Edition	ASCD	75
Classroom Strategies for Helping At-Risk Students		ASCD	75
50 Literacy Strategies for Teaching ELL		ASCD	75
Ideas for Inclusion		Sopris West	75
Strategies for Teaching	Level 1 Student Book	ASCD	75
Summarization in Any Subject	50 Techniques	ASCD	75
Successful Inclusion Strategies Secondary and MS		Corwin Press	75
100 Activities for Transition		Hawthorne Educational Services	105
Learning Intervention Manual	(3 per school)	Hawthorne Educational Services	171
Transitions Curriculum		James Stanfield	57
Implementing Ongoing Transition Plans for the IEP		National Professional Resources	57
Paraeducator Guide		National Professional Res	57
Student Planner/Study Guide Reading		National Professional Res	50
Student Planner/Study Skill		National Professional Res	50
Listening Center	CD/Cassette	School Outfitters	57
Strategy Instruction for Students with LD		National Professional Resources	75

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Special Education

LEARNING CENTER MATERIALS INVENTORY
ESTABLISHED HIGH SCHOOL PROGRAMS
2006-2007

ITEM	DESCRIPTION	VENDOR	NUMBER
Activboard PRO 78	Interactive Whiteboard to Implement Software Previously Provided	Logical Choice Technology	35
Activboard Stand		Logical Choice Technology	35
LCD Projector	Epson	KIS	35
Laptop	IBM Thinkpad	Arey Jones	35

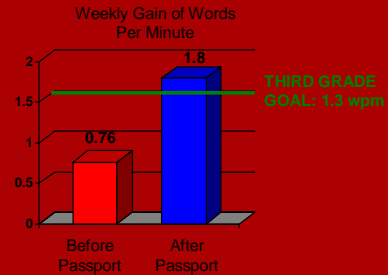
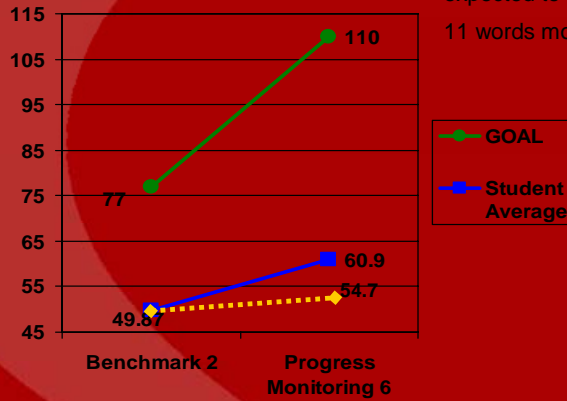
Third Grade Voyager Passport

Voyager Passport

LAUSD Accelerated Student Gains in 6 weeks (interim)

In 6 weeks, Voyager Passport more than doubled the reading growth LAUSD SPED cohort students were previously experiencing. Third graders in the program for 26 weeks are expected to gain 33 words. In six weeks these students gained 11 words moving toward the goal rate.

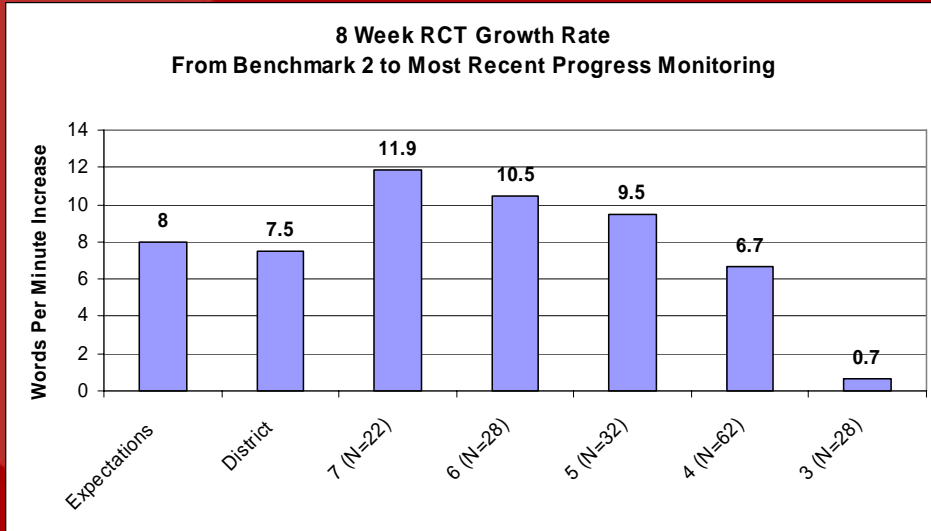
3rd Grade Passport
N=16



◆◆◆◆◆ Expected gain without intervention

16 students have Benchmark 2 and a 6 week progress monitoring measure. 172 students have Benchmark 2 data and various progress monitoring measures. Final scores will be in by June 16th.





Fourth Grade Voyager Passport

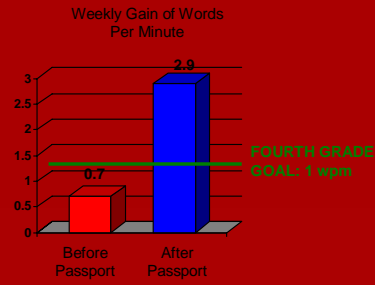
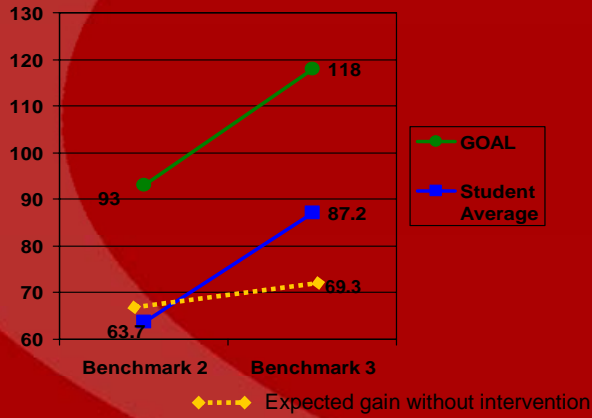
Voyager Passport

LAUSD Special Education Cohort Accelerated Student Gains 2006 (Interim)

In 8 weeks, Voyager Passport enabled students to experience more than 4 times the rate of fluency growth previously experienced. Students gained an average of 23.5 words per minute per week. This growth reduced the number of students identified as struggling by 17.6% and increased the number of students on-track by 300%.

4th Grade Passport

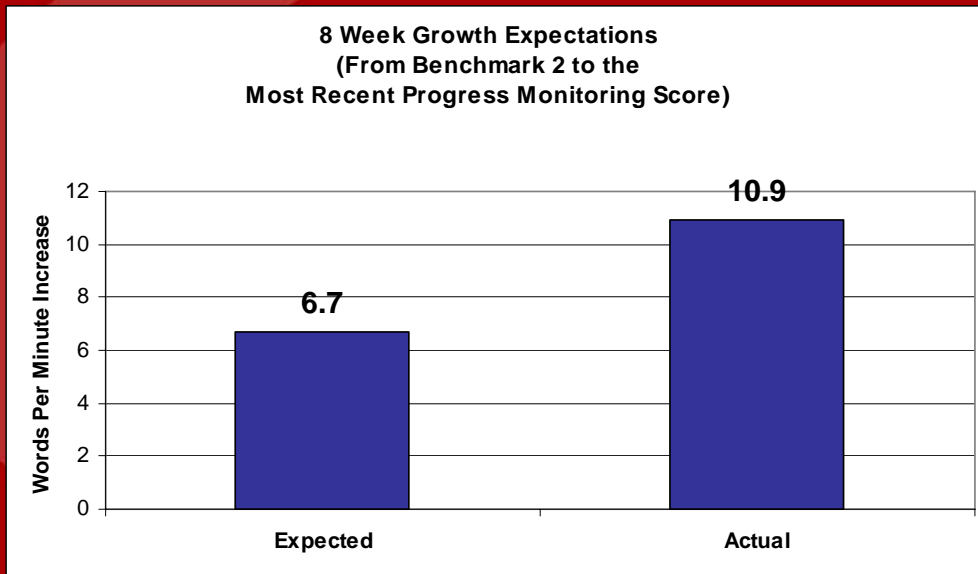
N=39

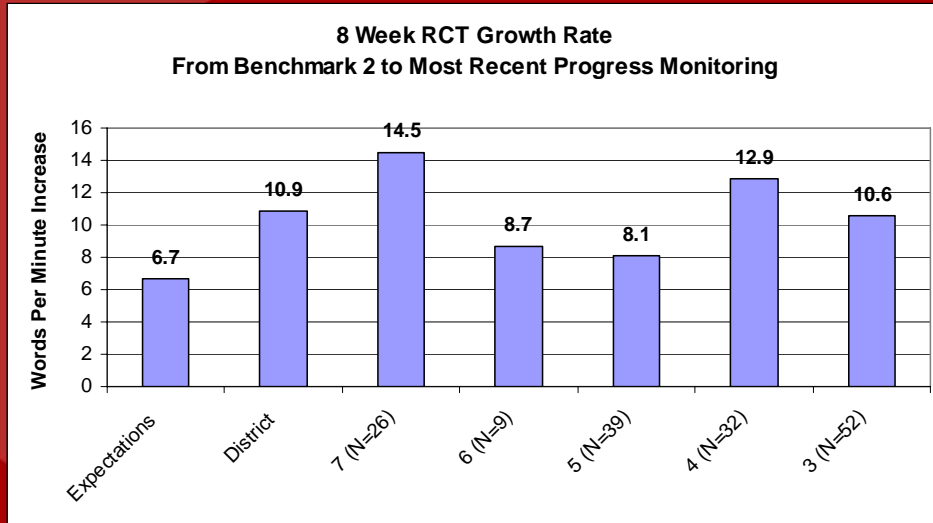


39 students have Benchmark 2 and 3 scores in at this time. 158 students have Benchmark 2 and a recent progress monitoring measure.



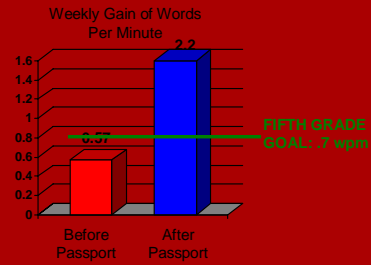
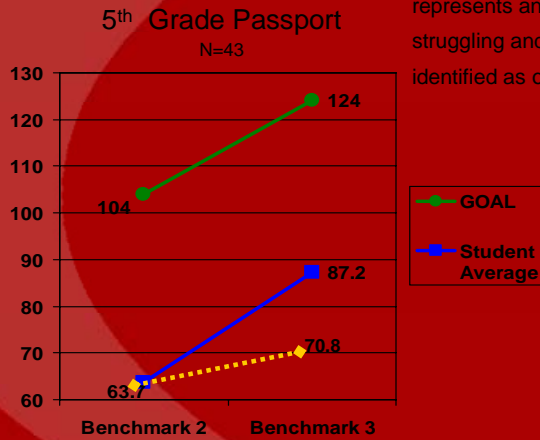
Fourth grade growth expectations





LAUSD Special Education Cohort #1 2006 Accelerated Student Gains

In only 8 weeks, Voyager Passport enable the LAUSD SPED cohort of 5th grade students to make nearly 4 times the reading growth previously experienced. This growth represents an 11% decrease in students identified as struggling and a 40% increase in the number of students identified as on track based on oral reading fluency.

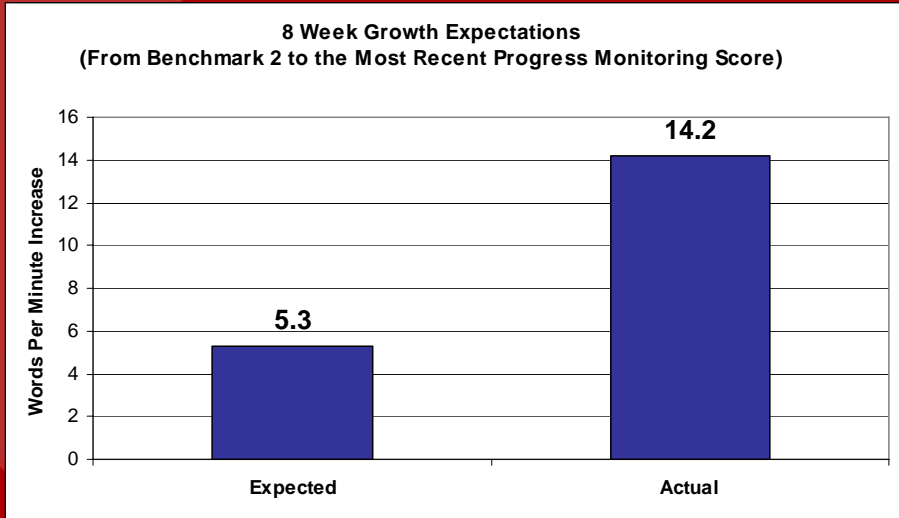


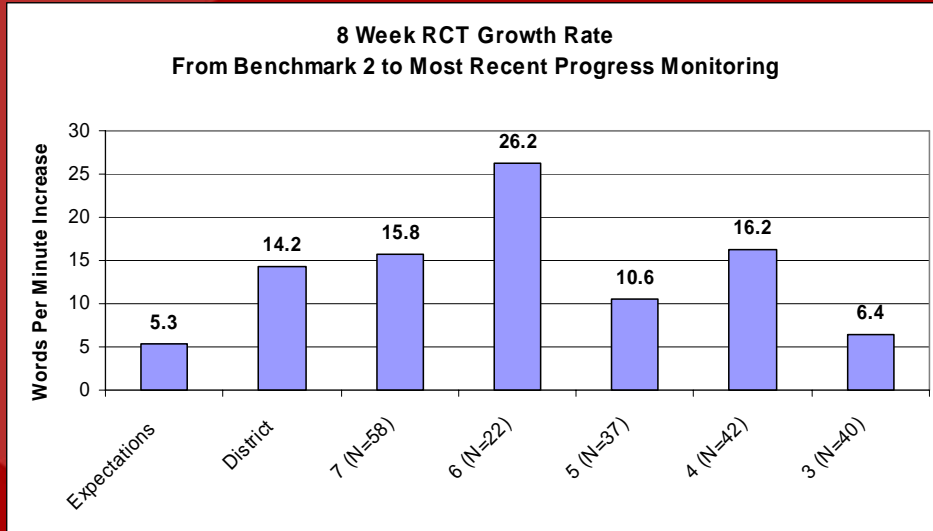
◆◆◆◆◆ Expected gain without intervention

Benchmark 2 and 3 data available for 43 students, 199 students have Benchmark 2 and a progress monitoring measure.



LAUSD Division of Special Education **Voyager Passport**
Fifth grade growth expectations



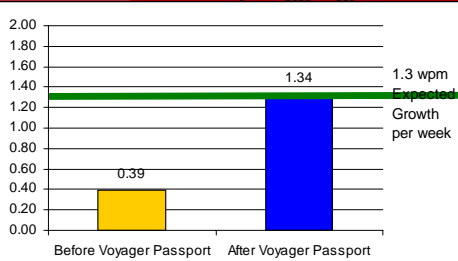


Second Grade draft status report

Second grade students do not have any follow-up RCT (reading connected text measures entered yet).

- 173 students have Benchmark 2 scores.
- Robert Ajakwe and his team are investigating now.
- In other implementations we have seen the following growth for similar students:

Second grade 2004-2005
N=3682 (struggling)



Second grade students in Voyager Passport™ made 3 times the reading growth they were making prior to the Voyager™ Intervention. The expected growth rate for students in second grade is 1.3 words per minute in reading based on a 26 week period. Prior to the Voyager Passport™ reading intervention second grade students were growing at an average rate of only .39 words per minute. With Voyager Passport™ second grade students exceeded their expected growth rate by gaining 1.34 words per minute a week in reading over a 26 week period. Students began the school year reading an average of 14 words per minute, well below the first grade level and gaining only .39 words per minute per week. On Track readers in second grade enter the year reading 44 words per minute. Voyager Passport accelerated the growth of these Struggling readers ending the year reading an average of 49 words per minute.



Voyager Passport

6th Grade Students Double Expected Fluency Gains

