

Office of the Independent Monitor

Modified Consent Decree
333 So. Beaudry Avenue, 18th Floor
Los Angeles, California 90017
Tel: (213) 241-1797
Fax: (213) 241-7551

FREDERICK J. WEINTRAUB
Independent Monitor

JAY R. ALLEMAN
Administrative Coordinator

JAIME E. HERNANDEZ
Outreach Coordinator

November 21, 2006

Honorable Board of Education
Los Angeles Unified School District
333 S. Beaudry Avenue
Los Angeles, CA 90017

David Brewer III
Superintendent of Schools
Los Angeles Unified School District
333 S. Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Re: Report on the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree during the 2005-06 School Year – Part III

Dear Mr. Brewer and Board of Education:

Section 13 of the Modified Consent Decree (MCD) requires the Independent Monitor (IM) to annually present a written report to the Superintendent and the Board of Education concerning the progress and effectiveness of the implementation of the terms and conditions of the MCD. This year the IM has chosen to submit the report in three parts. Part I submitted on July 7, 2006 addressed a number of activities the District was to complete by June 30, 2006. Part II submitted on August 22, 2006 reported on the District's performance on thirteen outcomes and three activities. Part III, this report, will address the status of the District's performance on the remaining 5 outcomes.

The 18 outcomes of the MCD are statistically based. Each outcome has one or more data targets that the District was to meet by June 30, 2006. It is the responsibility of the IM to determine if the target has been achieved. All targets within an outcome must be met before the IM can determine that the outcome has been met. For each target the parties have agreed to the protocol that will be used to analyze performance on the target. Much of the data used in the analyses are derived from District data sources. In all cases the data are validated. The appendix to this Report contains studies and other analyses the IM used to make determinations on the District's performance on the outcomes.

This Report makes determinations on the following outcomes:

- Outcome #1: Participation in the statewide assessment program
- Outcome #2: Performance in the statewide assessment program
- Outcome #3: Graduation rate
- Outcome #4: Completion rate
- Outcome #15: Timely completion of future translations

A summary of the District's performance on all 18 outcomes is presented at the end of this report.

OUTCOME # 1: PARTICIPATION IN THE STATEWIDE ASSESSMENT PROGRAM

- ◆ **Outcome:** By June 30, 2006, 75% of students with disabilities in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations. The percentage of students with disabilities participating in the statewide assessment program will be comparable to the percentage of nondisabled students participating in the statewide assessment program.

The IEP for every student with disabilities shall identify how the student will participate in the statewide assessment program: (a) no accommodations or standard accommodations; (b) nonstandard accommodations; or (c) alternate assessment.

Participation Rate

School Year	Test	Enrolled	Tested	Tested with CAPA	Tested with CST	Participation Rate with Standard or No Accommodation	Combined Participation Rate with Standard or No Accommodation	Participation Rate with CAPA and CST	Combined Participation Rate with CAPA and CST
2005-06	CST-ELA	61,746	59,366	5,655	53,711	87.0%	85.2%	96.1%	94.4%
	CST-Math	61,746	56,861	5,655	51,206	82.9%		92.7%	
2004-05	CST-ELA	65,739	63,137	5,647	57,490	87.5%	85.7%	96.0%	94.3%
	CST-Math	65,739	60,855	5,647	55,238	84.0%		92.6%	
2003-04	CST-ELA	67,205	58,640	5,337	49,347	73.4%	74.4%	95.2%	93.5%
	CST-Math	67,205	56,332	5,337	50,590	75.3%		91.8%	

- ◆ **Data Source:** 2006 STAR testing file
 - Numerator includes students with disabilities (SWDs) with CST inclusion codes of Y or T.
 - Denominator includes students with codes of Y, T, N and R.

◆ **Discussion**

This outcome measures the participation rates of students with disabilities (SWDs) in the statewide assessment program. The outcome consists of two components. First, the District must demonstrate participation rates of SWDs in both the English Language Arts and Mathematics subtests, of a minimum of 75% with standard or no accommodations. In this area, the District exceeded the agreed upon targets, with 87.0% and 82.9% of SWDs participating in the English Language Arts (ELA) and Mathematics component of CST statewide assessment program, respectively. The second part of this outcome requires that the percentage of students with disabilities participating in the statewide assessment program will be comparable to the percentage of nondisabled students participating in the statewide assessment program (96.23%). During the 2003-2004 school year, the IM determined that a target of 95% of SWDs participating in the state wide assessment program was an acceptable target to determine comparable participation rates. The target includes all students with disabilities that participated in the state wide assessment program, including students that participated in the CST ELA and Math subtests with non-standard accommodations, and those students that took the California Alternate Performance Assessment (CAPA). In this area, the District fell short of the 95% target, with 94.4% of all SWDs participating in the state wide assessment program. While the District came very close, it did not meet this outcome target.

It must also be noted that this outcome only includes students with disabilities in grades 2 through 11 eligible to participate in the statewide assessment program. For students in grades 2 through 9, participation in the statewide assessment program is mandatory. For students in grades 10 and 11, eligibility for participation in the statewide assessment program may be determined by participation in courses considered "valid". For instance, students are not required to participate in the mathematics section of the statewide assessment program if they are not enrolled in a mathematics class, or are enrolled in

an "invalid" class that does not meet the curriculum content standards measured by the test. For the purposes of the MCD, students with disabilities in grades 10 and 11 enrolled in "invalid" courses that did not correspond with the CST mathematics test were removed from the calculation of this outcome. Although this is consistent with the California Department of Education's inclusion/exclusion rules recommended for participation in the statewide assessment program, further examination of the data raises concerns around the educational outcomes of students with disabilities (See Attachment A). First, the data indicates that 56.6% of 10th grade students with disabilities and 63.3% of 11th grade students with disabilities were not enrolled in any mathematics class during the Spring 2006 semester. This is a considerable difference between the percent of non-disabled students not enrolled in a mathematics course, as 15.9% of 10th grade and 24.6% of 11th grade students were not enrolled in a math class during the Spring 2006 semester. In addition, this may be a factor keeping SWDs from graduating with a diploma and the District's ability to meet Outcome 3. It would be advisable for the District to examine this matter more carefully.

- ◆ **Determination:** The District did not meet this outcome by June 30, 2006. Since the District was so close to meeting the outcome, the IM does not require the District to prepare a targeted strategy plan for this outcome, but does require a description of the activities the District will undertake to achieve this outcome this year.

OUTCOME # 2: PERFORMANCE IN THE STATEWIDE ASSESSMENT PROGRAM

- ◆ **Outcome:** By June 30, 2006, 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.

California Standards Test (CST) Spring 2006

School Year	Proficiency Categories	# of Special Education Students	# of Special Education Students Ranked as Basic or Above	%
2005-06	English/Language Arts	53,707	10,709	19.9%
	Mathematics	51,206	10,280	20.2%
2004-05	English/Language Arts	56,926	11,596	20.4%
	Mathematics	54,784	10,605	19.4%
2003-04	English/Language Arts	57,597	10,276	17.8%
	Mathematics	54,827	10,032	18.3%

- ◆ **Data Source:** 2006 STAR testing file
 - Numerator includes SWDs with performance levels of "basic," "proficient," and "advanced."
 - Denominator includes SWDs with performance levels of "far below basic," "below basic," "basic," "proficient," and "advanced."

- ◆ **Discussion**
 The District continues to fall considerably short of meeting the targets of Outcome 2. The District's performance in this outcome remains stagnant since 2003-2004, with approximately 20% of all SWDs performing in the basic or above categories on the statewide assessment program. This means that the vast majority of the approximate 54,000 SWDs in grades 2-11 are not performing at a level of basic proficiency on the ELA and Mathematics subtests of the CST. This performance is of quite concern, as one primary goal of a child's Individualized Educational Program (IEP) is the instructional benefits from the program and services specified within his/her IEP. The continued lack of progress in this area raises concern about the effectiveness of the District's instructional program for students with disabilities. This is an area where all stakeholders must be held accountable.

The IM is encouraged that District has begun a District wide implementation of instructional intervention programs targeting students performing below the basic level of proficiency. It is the IM's expectation that the District closely monitor the implementation and effectiveness of these new interventions consistent with its targeted strategy plan, and continue to commit the necessary resources to ensure the academic success of its SWDs.

- ◆ **Determination:** The District did not meet this outcome by June 30, 2006.

OUTCOME # 3: GRADUATION RATE

- ◆ **Outcome:** The District shall increase the number of grade 12 students with disabilities who receive diplomas based on the 2001-02 data by at least 5% (no less than 42.01% of grade 12 students with disabilities) during the 2003-04 school year, at least 5% (no less than 44.11% of grade 12 students with disabilities) during the 2004-05 school year, and at least 5% (no less than 46.32% of grade 12 students with disabilities) during the 2005-06 school year. This outcome is based on current diploma requirements. If the State's diploma requirements change, the Independent Monitor shall meet with the parties to discuss the impact of the change and may revise this outcome if appropriate.

Graduation with Diploma

School Year	Number of 12 grade Special Education Students	Number Receiving Diplomas	% Receiving Diplomas
2005-06	3,876	1,635	42.18%
2004-05	3,996*	1,974*	49.40%*
2003-04	4,498	Data not available	Data not available

Source: *District Reported

- ◆ **Data Source:** SIS/Welligent/Student Roster
 - Numerator includes grade 12 SWDs receiving a diploma or passing the High School Proficiency Exam/GED for the 2005-06 school year.
 - Denominator includes all grade 12 SWDs enrolled December 2, 2005 excluding SWDs who have left LAUSD to another California public school (L³), California nonpublic school (L⁴) or school outside of California (L⁵) after December 2, 2005.

- ◆ **Discussion**

This outcome aims to increase the number of SWDs graduating with a high school diploma to no less than 46.32%. Due to difficulties with the accuracy of the District's graduation data, the parties agreed to measure the graduation rate of SWD's in the LAUSD by first obtaining a fixed count of students identified as 12th graders receiving special education services in order to "track" whether these students graduated with a diploma. A December 2, 2005¹ count was obtained from a combination of the District's data systems, to ensure capturing all 12th grade SWDs enrolled. To verify the graduation rates of SWDs, the Program Evaluation and Research Branch (PERB) provided schools a list of their SWDs that were enrolled as of December 2, 2005, and required schools to verify whether the student had graduated with a diploma. Schools were instructed to identify the graduation and enrollment status of the each student by indicating whether a student had completed the requirements of a diploma, received a letter of recommendation, dropped out, did not graduate but continued to be enrolled, and/or transferred to another district school, out of a district school or non-public school. Based on the data reported by District schools during the 2005-2006 school year, 42.18% of SWDs graduated with a diploma. This graduation rate does not meet the required target of 46.32%, therefore the District did not meet the requirements of this outcome.

The Office of the Independent Monitor (OIM) is currently conducting a study to validate the accuracy of the District's graduation data for the entire population of 12th grade students with disabilities. This validation study consists of visiting all of the District's schools that reported graduation data for SWDs enrolled on December 2, 2005, and reviewing various sources of data used by schools for reporting graduation data. This includes reviewing: student transcripts in the SIS and cumulative files, various data fields within the SIS, and counselor/administrator records used for tracking student's graduation requirements and issuance of a diploma. At the time of this report, over 40 schools and 1,800 student records had been reviewed. A preliminary analysis of the data indicates that the accuracy of the District's graduation data is adequate for

¹ A December 2, 2005 student count was selected for the following reasons: This count coincides with the Title I student count required by federal law; the CASEMIS count of students with disabilities required by the State of California; maximizes the number of students enrolled; and, attempts to avoid capturing SWDs promoted to 12th grade after the 2nd semester, as these students would not have sufficient time to graduate during the 2005-2006 school year.

making a determination for this outcome. The report on the findings of the accuracy of the District's graduation data will be released to the parties in the near future.

Since the District will be required to develop a targeted strategy plan for Outcome 3, the IM offers the following comments regarding the District's data systems and practices for documenting and reporting student graduation data. Although these observations are specific to students with disabilities, it should be understood that the District's data system and procedures for documenting and reporting graduation are not limited to SWD's.

First, the District's secondary SIS data system is inconsistent for reporting graduation data primarily due to a default within the system that automatically designates a code of L⁷ to all students identified as 12th graders, meaning they are students withdrawn by culmination². This default creates two primary errors. First, since the system defaults all students as withdrawn by culmination, the system will overestimate the number of students who graduate with a diploma and/or receive a certificate of completion if the system is not updated by schools and appropriate codes are entered for all students. In addition, the L⁷ code is assigned to all students who receive a diploma or a letter of recommendation/certificate of completion without any indicator to differentiate whether it was a diploma or letter of recommendation/certificate of completion. Furthermore, school personnel tend to associate the L⁷ code as graduating with a diploma, thereby reporting students that received a letter of recommendation/certificate of completion as having graduated with a diploma. This was evidenced in the graduation data provided by schools as the data reported contained 46 students whose primary disability is mental retardation (MR) as having graduated with a diploma. Although it is possible that students with MR may graduate with a diploma, it is more likely that they received a letter of recommendation/certificate of completion. Based on the preliminary observations of the validation study, this appears to be the case. Second, the secondary SIS system also includes a default for students that did not pass the California High School Exit Exam (CAHSEE) designating them with an L⁸ code, or "Unknown". The L⁸ code also is given to students that are considered non-grads or dropouts. This may also contribute to inaccuracies as some students were reported as L⁸ or dropouts, that actually graduated with a diploma with a Chapman Exemption. Furthermore, the system does not appear to report graduation codes consistently within the system. In some instances, the SIS contained multiple codes for students. For instance, some students that did not pass the CAHSEE were assigned an L⁸ code in one field, and an L⁷ code in another because they graduated with the Chapman Exemption which waives the CAHSEE requirement for students with disabilities. Lastly, it appears that some schools do not consider the SIS as the most accurate source for verifying graduation data. Based on the observations completed to date, some schools report that a student's cumulative file transcript is the most accurate source, while others rely on individual logs or databases maintained by counselors as the most accurate source. This appears to be primarily due to a disconnect between counselors' records and the entry and maintenance of data within the SIS system³. As mentioned above, inaccuracies are noted when schools rely solely on the SIS data for reporting graduation, as it may be the case for schools that reported students with MR as graduating with a diploma that may have actually received a letter of recommendation/certificate of completion. Lastly, it is noted that based on the current observations completed to date, the quality of the graduation data varies by school and the documentation practices employed at each school.

Overall, the quality of the graduation data appears to have improved due to the requirements and increased documentation of the Chapman Exemption which allowed students with disabilities to apply for a waiver to graduate with a diploma if they did not pass the CAHSEE. It also appears that the quality of the graduation data benefited from the data collection efforts and methodology associated with this outcome as it appears to have required considerable coordination and collaboration amongst counselors and staff to collect data.

It is important to note and emphasize that the percentage of SWDs that graduated with a diploma only consists of those students identified as 12th grade SWDs enrolled in a LAUSD school enrolled on December 2, 2005. Students that dropped out prior to December 2, 2005, or enrolled in the District thereafter, are not included in the number or percentage of students with disabilities that graduated.

² This default may be overridden by schools if a qualifier code is entered for individual students, such as students that will be retained.

³ Counselors often reported maintaining students' cumulative records as part of their responsibilities, and indicated that they were not responsible for the data entry and maintenance of the SIS system.

Lastly, it is important to note that the District needs to carefully examine factors that may be contributing to the low rate of graduation for students with disabilities. Although it is acknowledged that the graduation rate includes students with disabilities that are not considered diploma bound, the current graduation rate of 42% raises considerable concerns. As was noted in the discussion for Outcome 1, the District needs to examine why 10th and 11th grade SWD's are not enrolled in any mathematics course. Second, graduation rates of the District's 49 comprehensive high schools show a range of graduation from 21.59% to 90.63% and may indicate that some schools are doing a better job at graduating SWD's (See Attachment B). The District should examine the factors contributing to the low rates of graduation at some comprehensive high schools as well as examine if any programmatic differences exist for schools with higher rates of graduation.

- ◆ **Determination:** The District did not meet this outcome by June 30, 2006.

OUTCOME # 4: COMPLETION RATE

- ◆ **Outcome:** The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total number of students with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).

Completion Rate

School Year	Number of Special Education Students Receiving Diplomas	Number of Special Education Students Receiving Letter of Recommendation	Number of Special Education Students Who Aged Out	Number of Special Education Students Grade 7-12 that Dropped Out	% of Completion
2005-06	1,635	309	18	988	66.5%
2004-05	1,974*	350*	177*	778*	76.3%*
2003-04	Data not available	Data not available	Data not available	Data not available	Data not available

Source: *District Reported

- ◆ **Data Source:** SIS/Welligent/Student Roster
 - Numerator includes SWDs with diplomas (from Outcome 3) plus students with Certificates of Completion or aging out.
 - Denominator includes all SWDs in the numerator plus students grades 7 through 12 dropping out the 2005-06 school year.

- ◆ **Discussion**
 This outcome aims to increase the number of students with disabilities that complete high school with a diploma, receive a letter of recommendation/certificate of completion or age out. The outcome aims to reduce the number of students that drop out in grades 7-12. It is important to note that although this outcome was negotiated during the 2002-2003 school year, reliable baseline data was not available until the 2004-2005 school year. During the 2004-2005 school year, PERB collected graduation and completion data from schools and reported a completion rate of 76.3%. Since this outcome does not have a specific numeric target that the District must meet, the District's performance is measured by an increase in the rate of SWD's that graduate with a diploma, receive a letter of recommendation/certificate of completion, or age out. During the 2005-2006 school year, the District did not demonstrate an increase in the rate of students completing high school, therefore the District did not meet the requirements of this outcome as mandated by the MCD.

Some noticeable differences are seen between 2004-2005 and 2005-2006 data completion rate data. First, the number of students that received a diploma, letter of recommendation and aged-out are considerably lower than the 2004-2005 data. This may be a result of inaccuracies in data reporting of students receiving letter of recommendations and having aged-out, as well as the underutilization of these alternatives by schools. First, some students that received a letter of recommendation were reported by schools as having graduated with a diploma based on the L⁷ designation of the SIS system, thereby underestimating those students receiving a letter of recommendation. In addition, the validation study conducted by the Office of the Independent Monitor has found instances where schools have exited students with moderate to severe disabilities under the age of 22, without exercising the option of issuing a letter of recommendation. In these instances, students are designated a code of L⁸, indicating drop out. Finally, there are a considerable number of students reported as having transferred within the District; however, few schools reported additional students that may have enrolled after December 2, 2005. Although the secondary SIS system lacks the integration necessary to track these students, it is the IM's expectation that the ISIS system will facilitate the tracking of these students and further improve the quality of the data.

As was noted in the discussion on Outcome 3: Graduation Rate, the District should examine the factors that are contributing to the low rate of student completion. The District should also review their policies and procedures for issuing a letter of recommendation/certificate of completion for non-diploma bound students with disabilities that complete school by either aging out or that meet alternative requirements for completion, and ensure that schools utilize this option accordingly.

- ◆ **Determination:** The District did not meet this outcome by June 30, 2006.

OUTCOME # 15: TIMELY COMPLETION OF FUTURE TRANSLATIONS

- ◆ **Outcome:** By June 30, 2006, the District shall complete IEP translations requested since July 2003 in the District's seven primary languages as follows:
 - a. 85% within 30 days.
 - b. 95% within 45 days.
 - c. 98% within 60 days.

Beginning on July 1, 2003, any IEP translations not completed within 60 days will be referred to the Independent Monitor for review and appropriate resolution. Any request for translation in other than the seven primary languages shall be referred to the Division of Special Education for appropriate action.

Completion of IEP Translations

School Year	# of Translations Completed	% of Translations Completed in 30 Days	% of Translations Completed in 45 Days	% of Translations Completed in 60 Days	% of Translations Completed in over 60 Days	# of Translations Pending	# of Translations Pending over 60 Days
2005-06	14,032	54%	88%	97%	3%	8	8
2004-05	8,492	11%	38%	75%	19%	1,261	36
2003-04	7,947	8%	13%	18%	41%	4,141	4,141

- ◆ **Data Source:** Welligent. Calculations based on completed translations on 8/30/06.
 - Numerator is the number of IEPs translated within the appropriate number of days (30, 45 and 60).
 - Denominator is the number of requested translations through 6/30/06.
- ◆ **Discussion**

This outcome requires the District to provide translations of IEPs within a timely manner, for those parents that requested translations during the IEP. The District has made good progress in this area since the 2003-2004 school year, with the majority of parents having received a translated copy of their children's IEP within 60 days. However, the District did not meet the targets as specified in the MCD.

There are two important points to be noted regarding this outcome. First, the percentage of IEPs not translated within 60 days has improved over three years from 41% to 3% while the number of parent requests for translations almost doubled from the 2003-2004 school year. This performance is commendable and may indicate an increase in the efficiency of processing requests as well as an increase in the capacity to translate IEPs. It is important to note that this progress was also a result of the District's use of external vendors, a step that is commendable. Second, the success of this outcome depends on the District's ability to increase and maintain the capacity to fulfill the increasing number of parent requests in a timelier manner. The District must be prepared to increase the number of translations within the short 30 day timeline. This will require the District to continue to commit all of the necessary additional resources in order to meet all of the targets associated with this outcome. In addition to the ongoing efforts to increase and maintain the capacity of District personnel involved in the translation of IEPs, the District will need to be proactive in establishing contracts with external vendors so that it does not fall behind.
- ◆ **Determination:** The District did not meet this outcome by June 30, 2006. Since the District was close to meeting this outcome, the IM does not require the District to prepare a targeted strategy plan for this outcome but does require assurance that contracts are in place to provide timely translations when needed.

◆ Summary: Final Determination of Modified Consent Decree Outcomes

#	Outcome		6/30/06 Status	Outcome Target	Outcome Met
1	Participation in the (STAR) Statewide Assessment Program (without modifications)	ELA/Math	85.2%	75%	No
		Comparable to Non-Disabled	94.4%	95%	
2	Performance in the (STAR) Statewide Assessment Program (at basic or above)	ELA	19.9%	27.5%	No
		Math	20.2%	30.2%	
3	Increase Graduation Rate		42.18%	46.32%	No
4	Increase Completion Rate/Reduce Drop Out		66.5%	76.3%	No
5	Reduce Suspensions of Student with Disabilities	Long Term (6 Days or more)	8%	2%	No
		Spec Ed Rate	11.5%	10.3%	
		Risk Ratio	1.77	1.75	
6	Increase Placement of Students with Specific Learning Disabilities (SLD) and Speech and Language Impairment (SLI) in the Least Restrictive Environment		73.7%	73%	Yes
7	Increase Placement of Students with All Other Disabilities in the Least Restrictive Environment		37.8	52%	No
8a	Increase Home School Placement: SLI/SLD		92.0%	92.9%	No
8b	Increase Home School Placement: All Other Disabilities	Grade K	51.6%	65%	
		Grade 6	60.9%	65%	
		Grade 9	50.4%	60%	
8c	Increase Home School Placement: All Other Disabilities	Grades 1-5	55.2%	62.0%	
		Grades 7-8	54.7%	55.2%	
		Grades 10-PG	38.7%	36.4%	
9	Individual Transition Plan in IEP (14 years and above)		99.8%	98%	Yes
10	Timely Completion of Initial Special Education Evaluations	60 Days	86%	90%	No
		75 Days	93%	95%	
		90 Days	96%	98%	
11	Response Time to Parent Complaints	5 Days	54%	25%	Yes
		10 Days	82%	50%	
		20 Days	97%	75%	
		30 Days	99.9%	90%	
12	Informal Dispute Resolution Prior to Formal Due Process (within 20 days)		77%	60%	Yes

#	Outcome		6/30/06 Status	Outcome Target	Outcome Met
13a	Delivery of Special Education Services	SLD Only	79%	93%	No
		Other Disabilities	85%	93%	
13b	Delivery of Special Education Services	Frequency (# of times)	63%	85%	
		Duration (length)	65%	85%	
14a	Increased Parent Participation (Attendance at IEP Meetings)	Attendance	79%	75%	No
14b	Increased Parent Participation (Attempts to convince parent to attend IEP)	Sufficient Attempts	81%	95%	
15	Timely Completion of IEP Translations	30 Days	54%	85%	No
		45 Days	88%	95%	
		60 Days	97%	98%	
16	Increase in Qualified Special Education Teachers (Reduction in disparity with Gen Ed)	Difference	15.2%	3.4%	No
17	IEP Team Consideration of Behavior Support Plans for Autistic and Emotionally Disturbed Students	Autism	61%	40%	Yes
		ED	97%	72%	
18	Comprehensive Evaluation of African American Students Identified as Emotionally Disturbed	% Meeting Criteria	25.3%	90%	No

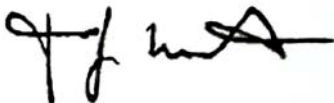
◆ ACKNOWLEDGEMENTS

The IM commends both the District and Plaintiffs for the constructive and positive manner in which they have worked together in the process of implementing the MCD. It is not to be expected in an undertaking so broad and significant that there is always agreement. However the parties have consistently demonstrated both the desire and ability to reach appropriate resolutions.

While all outcomes have not been met, the IM wishes to commend the many individuals in the District who worked diligently to achieve the outcomes that have been met and the progress that has been made in others.

Recognition must also be given to the staff of the OIM, the graduate assistants, consultants and researchers who diligently gather and analyze data and review documents to ensure the validity of our determinations. Their professionalism and dedication is greatly appreciated.

Sincerely,



Frederick J. Weintraub

c: Hon. Judge Ronald Lew, Robert Myers, Catherine Blakemore, Kevin Reed, Donnalyn Jaque-Antón, Diane Pappas, Peter Keup, Brigitte Ammons, Roger O'Leary-Archer, Thomas Hehir

Analysis of Mathematics Course Taking on Participation Rates of SWD

Pete Goldschmidt

November 10, 2006

Using the original STAR file and merging to this the file of **spring** courses taken, the analysis demonstrates a slight improvement in both Mathematics participation and the proportion of SWD scoring at Basic or above. The tables below summarize the findings. It is important to note that the course file should be used alone as only those to count the number of occurrences of SWD with invalid courses. Only those SWD who exist in the STAR file should be considered as this is the testing file that by assumption includes the population of SWD (or minimally a representative sample).

After merging the course file that delineates valid and invalid Mathematics courses for students⁴ the new rates could be calculated. Table 5 is expanded to include Tables 5A, 5B, 5C, and 5D. Table 5 repeats table 5 from the previous analysis (9/11/2006) of SWD participation and performance.

TABLE 5: Participation Rates (non-duplicated)¹

ELA	Part A		Part B	
	Non-SWD	SWD	Non-SWD	SWD
Numerator	472,837	53,711	472,837	59,366
Denominator	485,191	61,746	485,191	61,746
Percent	97.5	87.0	97.5	96.1

Mathematics	Part A		Part B	
	Non-SWD	SWD	Non-SWD	SWD
Numerator	460,919	51,206	460,919	56,861
Denominator	485,191	61,746	485,191	61,746
Percent	95.0	82.9	95.0	92.1

(1) Excludes 107 students within known disability status.

Table 5A focuses only on grades 10 and 11 for all students in both the course taking and STAR files. It is important to note that not all SWD are captured in the STAR file and so it must be assumed that the STAR file is representative of course-taking patterns for all SWD in grades 10 and 11. Table 5A focuses on courses and is not concerned with linking to testing, which is done in Table 5B. The results in Table 5A indicate that there are 87,491 students in grades 10 and 11 in the combined file, of which 9,859 are SWD. Among all of the students in the file 69% of 10th graders and 63% of 11 graders are taking a valid Mathematics course in those grades. Also, about 21% and 29% in grades 10 and 11, respectively, are taking no Mathematics courses in the Spring of 2006. However, the available data do not allow for a clear distinction of whether students who are not currently taking a Mathematics course are not taking one because they have completed the requirement or not. This would require data for these students that cover 9th, 10th, and 11th grade for three years for each student.

However, it is still the case that there is a substantively large difference in the number of SWD who are not enrolled in a Mathematics course in 10th or 11th grades compared to non-SWD. It is unlikely that

⁴ The valid/invalid designation was based on LAUSD recoding of the individual courses. An examination of the syntax indicated that the categorization appeared accurate.

SWD would have completed Mathematics graduation requirements at such a significantly faster rate. In fact, SW are 3.5 and 2.5 times as likely not to be enrolled in a Mathematics course in 10th and 11th grade, respectively.

TABLE 5A: Valid Math Courses in Spring of 2006 by grade and Disability Status

Grade	Valid Math	Disability Status ¹				Total	
		Non-SWD Number	Non-SWD Percent	SWD Number	SWD Percent	Number	Percent
Grade 10	No	4,540	10.1%	475	8.2%	5,015	9.9%
	Yes	33,186	74.0%	2,043	35.2%	35,229	69.5%
	No Course	7,147	15.9%	3,278	56.6%	10,425	20.6%
	Total	44,873		5,796	100.0%	50,669	
Grade 11	No	2,480	7.6%	413	10.2%	2,893	7.9%
	Yes	22,227	67.9%	1,080	26.6%	23,307	63.3%
	No Course	8,052	24.6%	2,570	63.3%	10,622	28.8%
	Total	32,759		4,063		36,822	
Total Grade 10 and 11		77,632		9,859		87,491	

Table 5B begins to focus on the effect of invalid Mathematics scores on participation and performance calculations. Table 5B presents the number of SWD in the STAR file that had invalid scores. Merging the spring course file with the STAR data file resulted in 17,164 cases from the course file not having a match in the STAR file. Of these 17,164, 2,169 were invalid Mathematics courses. Because these 17,164 did not

TABLE 5B: Total number of SWD in the STAR file with invalid Mathematics courses

		No data	Valid	Invalid	Total
CST	grades 2-9	32,956	6,359	8,022	47,337
	grades 10-11	4,809	3,114	831	8,754
	Total	37,765	9,473	8,853	56,091
CAPA	grades 2-9	4,421	41	88	4,550
	grades 10-11	1,039	9	57	1,105
	Total	5,460	50	145	5,655
TOTAL SWD in STAR file					61,746
Total to subtract from denominator				831	

match and no other data are available it is not possible to tell the distribution of these students between SWD and non-SWD.

The results in Table 5B indicate that of the 61,746 identified with valid ID SWD 43,225 (37,765+5,460) have no data regarding courses taken. This is potentially an important missing value for the 4,809 10th and 11th grade students without indicators of whether or not the Mathematics course taken

was valid⁵. Students who are in grades 2-9 must take the Mathematics CST regardless of the course they are in.

The results in Table 5B also indicate that 831 10th and 11th graders SWD in the STAR file should be excluded from the denominator because they had invalid Mathematics courses in the spring semester. However, some of these students should be excluded from the numerator as well. Technically all of the 831 students who have invalid Mathematics courses should be excluded from the denominator, as noted, but any of those 831 students who should not have a score but do, need to be excluded from the numerator as well. Table 5C indicates the number of students with scores that should be excluded from the numerator. Of the 386 students who have scores, 6 have already been excluded previously because they have a “Did not attempt” code and these 6 should not be excluded from the numerator twice; hence, the net amount to exclude from the numerator is 380 students.

TABLE 5C: Number of Invalid scores (due to invalid courses) by Proficiency level and inclusion code by SWD

	CST Codes ¹			Total
	R	I	Y	
1 Far Below Basic	3	0	208	211
2 Below Basic	3	0	144	147
3 Basic	0	0	20	20
4 Proficient	0	0	2	2
5 Advanced				
9 Did not attempt	0	6	0	6
	6	6	374	386
Total to be removed from numerator				380

Notes: (1)

R: Num OK recode to FBB

T: Num OK score invalid

Y: Num Ok score valid

Table 5D recalculates the participation percentages for Mathematics based on the fact that 380 SWD should be removed from the denominator and 831 SWD should be removed from the denominator. Including these figures the new participation rates for Mathematics are 83.4% and 92.7% for parts A and B respectively.

⁵ It is not clear whether this means that these students are taking no Mathematics course at all.

TABLE 5D: Participation Rates (non-duplicated)¹

ELA	<u>Part A</u>		<u>Part B</u>	
	<u>Non-SWD</u>	<u>SWD</u>	<u>Non-SWD</u>	<u>SWD</u>
Numerator	472,837	53,711	472,837	59,366
Denominator	485,191	61,746	485,191	61,746
Percent	97.5	87.0	97.5	96.1

Mathematics (2)	<u>Part A</u>		<u>Part B</u>	
	<u>Non-SWD</u>	<u>SWD</u>	<u>Non-SWD</u>	<u>SWD</u>
Numerator	460,919	50,826	460,919	56,481
Denominator	485,191	60,915	485,191	60,915
Percent	95.0	83.4	95.0	92.7

(1) Excludes 107 students with unknown disability status.

(2) Only includes students that existed in both the STAR file and the Spring course taking file.

Of those students taking invalid course, subtract those who did not attempt (CST Prof cat 9) - already subtracted from numerator.

Of those students taking invalid course, subtract those who had a score code of 1 (not Tested - of which there were none).

Table 6 present the recalculated results for outcome 2. Given that there are 380 SWD that had Mathematics CST scores; these are subtracted, by proficiency level.

Given data limitations it is difficult to discern what Mathematics courses the majority of SWD are enrolled in or not enrolled in. Clearly two related issues need to be addressed – whether SWD are receiving proper OTL – at least as measured by course enrollment in grades 10 and 11 and whether SWD are in the proper courses before 10th grade that affords them the potential to enroll in the proper courses in 10th and 11th grade. An equally important question is whether they are receiving adequate OTL within those courses but that is a separate issue.

TABLE 6: Number of students with valid CST scores and performance levels

ELA	SWD Status						
	No		Yes				
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>			
Far Below Basic	69,032	14.60	28,745	53.52			
Below Basic	99,282	21.00	14,253	26.54			
Basic	154,667	32.71	7,612	14.17			
Proficient	97,908	20.71	2,246	4.18			
Advanced	51,942	10.99	851	1.58			
Total	472,831		53,707				
Basic and above	304,517	64.40	10,709	19.94			
Mathematics					Invalid		
					<u>Courses</u>	<u>N</u>	<u>%</u>
Far Below Basic	63,859	13.85	21,444	41.88	211	21,233	41.78
Below Basic	135,739	29.45	19,482	38.05	147	19,335	38.04
Basic	108,219	23.48	5,877	11.48	20	5,857	11.52
Proficient	91,370	19.82	2,975	5.81	2	2,973	5.85
Advanced	61,732	13.39	1,428	2.79		1,428	2.81
Total	460,919		51,206		380	50,826	
Basic and above	261,321	56.70	10,280	20.08		10,258	20.18

(1) Excludes "Did not attempt" for CST code, "N" for valid score indicator and all "R" codes are changed to Far Below Basic.

Subtracting out the SWD with invalid course-work increase the proportion of SWD who score at Basic or above from 20.01% to 20.18%.

Students with Disabilities
Comprehensive High Schools Gradation with a Diploma – June 30, 2006

Loc Code	School	Local District	Total Grade 12 Students with Disabilities	Left The District	Transferred within District Not Reported	Received a Diploma	Did Not Receive a Diploma	% Receiving a Diploma	% Not Receiving a Diploma
8871	SOUTH GATE SENIOR HIGH	6	91	3	3	19	66	21.59%	78.41%
8681	GRANADA HILLS HIGH SCHOOL	1	15		2	4	9	26.67%	73.33%
8643	FRANKLIN SENIOR HIGH	4	40		2	13	25	32.50%	67.50%
8714	JEFFERSON SENIOR HIGH	5	152	9	13	51	79	35.66%	64.34%
8878	SYLMAR SENIOR HIGH	2	56		6	21	29	37.50%	62.50%
8886	UNIVERSITY SENIOR HIGH	3	73		2	32	39	43.84%	56.16%
8543	BELMONT SENIOR HIGH	4	55			25	30	45.45%	54.55%
8636	FRANCIS POLYTECHNIC SENIOR HIGH	2	78	3	10	35	30	46.67%	53.33%
8729	LINCOLN SENIOR HIGH	5	64	1	4	30	29	47.62%	52.38%
8596	CRENSHAW SENIOR HIGH	3	56	6	3	24	23	48.00%	52.00%
8650	FREMONT SENIOR HIGH	7	50	3	2	23	22	48.94%	51.06%
8733	LOCKE SENIOR HIGH	7	46		1	23	22	50.00%	50.00%
8779	NARBONNE SENIOR HIGH	8	65	2	4	32	27	50.79%	49.21%
8679	GARFIELD SENIOR HIGH	5	81	3	6	40	32	51.28%	48.72%
8618	WILSON SENIOR HIGH	5	99	2	6	52	39	53.61%	46.39%
8843	SAN FERNANDO SENIOR HIGH	2	49	1	2	26	20	54.17%	45.83%
8693	HOLLYWOOD SENIOR HIGH	4	63	4	1	32	26	54.24%	45.76%
8743	MANUAL ARTS SENIOR HIGH	7	44	4	10	22	8	55.00%	45.00%
8600	DORSEY SENIOR HIGH	3	59	1	8	32	18	55.17%	44.83%
8583	CHATSWORTH SENIOR HIGH	1	50	5	7	25	13	55.56%	44.44%
8768	MONROE SENIOR HIGH	1	74	2	3	40	29	55.56%	44.44%
8928	WASHINGTON PREPARATORY	8	47	2		25	17	55.56%	37.78%
8829	ROOSEVELT SENIOR HIGH	5	98	1	5	54	38	55.67%	44.33%
8736	LOS ANGELES SENIOR HIGH	3	62	4	7	33	18	56.90%	43.10%
8907	VENICE SENIOR HIGH	3	57	1	1	32	23	57.14%	42.86%
8700	HUNTINGTON PARK SENIOR HIGH	6	77	4	2	42	29	57.53%	42.47%
8721	JORDAN SENIOR HIGH	7	38	2	4	21	11	58.33%	41.67%
8686	HAMILTON SENIOR HIGH	3	67			40	27	59.70%	40.30%
8529	BANNING SENIOR HIGH	8	61	4	1	35	21	61.40%	38.60%
8536	BELL SENIOR HIGH	6	58	2		35	21	62.50%	37.50%
8557	BIRMINGHAM SENIOR HIGH	1	56		1	35	20	62.50%	37.50%
8786	NORTH HOLLYWOOD SENIOR HIGH	2	48		5	31	12	64.58%	35.42%
8621	FAIRFAX SENIOR HIGH	4	52		1	34	17	65.38%	34.62%
8617	EL CAMINO REAL SENIOR HIGH	1	38		1	25	12	65.79%	34.21%

Students with Disabilities
Comprehensive High Schools Gradation with a Diploma – June 30, 2006

Loc Code	School	Local District	Total Grade 12 Students with Disabilities	Left The District	Transferred within District Not Reported	Received a Diploma	Did Not Receive a Diploma	% Receiving a Diploma	% Not Receiving a Diploma
8893	VAN NUYS SENIOR HIGH	2	39	1	4	25	9	65.79%	34.21%
8750	MARSHALL SENIOR HIGH	4	78	1	2	52	23	67.53%	32.47%
8814	RESEDA SENIOR HIGH	1	58	2	6	38	12	67.86%	32.14%
8850	SAN PEDRO SENIOR HIGH	8	68	2	4	45	17	68.18%	31.82%
8683	GRANT SENIOR HIGH	2	44	3	1	28	12	68.29%	31.71%
8880	TAFT SENIOR HIGH	1	69	1	2	47	19	69.12%	30.88%
8571	CANOGA PARK SENIOR HIGH	1	27	1	3	18	5	69.23%	30.77%
8614	EAGLE ROCK SENIOR HIGH	4	35	2		24	9	72.73%	27.27%
8943	WESTCHESTER SENIOR HIGH	3	31		1	23	7	74.19%	25.81%
8725	KENNEDY SENIOR HIGH	1	46	1		34	11	75.56%	24.44%
8664	GARDENA SENIOR HIGH	8	50	3	3	36	8	76.60%	23.40%
8575	CARSON SENIOR HIGH	8	48	1	2	37	8	78.72%	21.28%
8798	PALISADES CHARTER SENIOR HIGH	3	33		3	26	4	78.79%	21.21%
8590	CLEVELAND SENIOR HIGH	1	25			20	5	80.00%	20.00%
8914	VERDUGO HILLS SENIOR HIGH	2	32		1	29	2	90.63%	9.38%