

## **TARGETED STRATEGY PLAN FOR MODIFIED CONSENT DECREE (MCD) OUTCOME 4**

The following amendments have been made to the Targeted Strategy Plan for MCD Outcome 4 approved by the Independent Monitor on August 8, 2011.

MCD Outcome 4: 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 (SWD) who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).

**REVISED STRATEGY 4-1:** All senior high schools in targeted Local Districts will identify students at risk of dropping out and provide individualized mentorship to address student need.

**REVISED 4-1.1:** Use the MyData "High School Completion" report to identify students with disabilities at senior high schools in targeted Local Districts who are not "On Track" for high school completion. For those students with disabilities not "On Track," use the MyData "At Risk" report to identify areas of student need (e.g., academics, attendance, behavior), and provide individualized mentorship to address student need.

**REVISED 4-1.2:** Provide support to grade 12 students with disabilities and their families by providing ongoing communication regarding student progress toward high school completion, and for those not "on-track," providing information regarding options for completion.

**REVISED STRATEGY 4-2:** For all students at the secondary level, including students with disabilities in grades 9-12 at high schools in targeted Local Districts, ensure accuracy of enrollment status, student grade level, and leave codes (as applicable) in the Student Information System (SIS)/Integrated Student Information System (ISIS).

**DELETED STRATEGY 4-3:** Targeted schools will implement intervention plans to support the successful completion of school for at risk 12<sup>th</sup> grade students.

**DELETED STRATEGY 4-4:** Schools with low dropout rates to create a list of strategies for implementation by schools with high dropout rates.

**DELETED 4-4.1:** Work with schools with low dropout rates to develop a list of strategies to lower the dropout rate. Provide schools with high dropout rates with a list of these strategies and a communication regarding implementation.

## INTRODUCTION

The District will use the following strategies to target the barriers to achievement of Outcome 4:

1. Continue efforts to reduce the number of students with disabilities who drop out and increase the number of students with disabilities who successfully complete high school through early identification of at-risk students, and development and implementation of interventions that address student needs in the areas of academics, behavior (attitude), and attendance, as appropriate.
2. Continue to provide all school staff with training and guidance in regard to procedures for using District data systems to collect, maintain, and accurately record student data.

These strategies have been developed using the following:

(a) an analysis of District graduation and completion rate data, including the following reports issued by the Office of the Independent Monitor, and the Los Angeles Unified School District: *Study on the Accuracy of the Graduation Data of Students with Disabilities in the LAUSD, 2009-2010 School Year*, dated March 2, 2011; *Report on the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree during the 2009-10 School Year – Part II*, dated March 2, 2011; *The Impact of Dropouts on Outcome 4 of the Modified Consent Decree*, dated February 22, 2010; *Outcomes for Students with Disabilities and Their Non-Disabled Peers in the LAUSD Class of 2007*, Melissa Barnhart, Ph.D., Research and Planning Publication No. 2009-06; *Targeted Strategy Plan, MCD Outcome 4 (2009/2010)*; *Targeted Strategy Plan, MCD Outcome 4 (2010/2011)*;

(b) ongoing District initiatives focused on dropout prevention and intervention and increasing graduation/completion rates; and

(c) a review of research in the area of increasing high school completion rates. Common themes identified across the research literature indicate several primary factors related to reducing the dropout rate for all students, including students with disabilities: (1) personalized and supportive attention from adults, through mentoring or other strategies; (2) recognizing the importance of families and their role in helping their children succeed and complete school; and (3) ongoing monitoring to target the occurrence of at-risk factors, ongoing data collection and measurement of the effects of timely interventions. REFERENCE: Lehr, Camilla A.; Johnson, David R.; Bremer, Christine D.; Cosio, Anna; Thompson, Megan (2004). *Increasing Rates of School Completion: Moving from Policy and Research to Practice. A Manual for Policymakers, Administrators, and Educators. Essential Tools*. National Center on Secondary Education and Transition, University of Minnesota (NCSET).

## **PERFORMANCE – PAST AND PRESENT**

### **Completion Rate**

MCD Outcome 4 aims to increase the percentage of SWD who complete high school with a diploma, receive a certificate of completion or age out. This Outcome also aims to decrease the percentage of SWD who drop out. Performance on this Outcome is calculated by comparing those students who complete school with a diploma, certificate or age out, to those who drop out. It is important to note that dropouts consist of students in grades 7-12, while completers are only students in grade 12 and students who stay in school through age 22. The percentage of students with disabilities in the 2009-2010 grade 12 cohort who successfully completed high school due to graduating with a diploma or earning a certificate of completion was 55.5%, 20% below the target rate. There was no reported progress on this Outcome from the previous year (55.7%, 2008-2009). This is due largely to the number of students with disabilities who dropped out.

### **Ensuring Accuracy of Student Data**

To verify the accuracy of the District's graduation data for the 2009-2010 school year, the Office of the Independent Monitor (OIM) conducted a validation study in the fall of 2010 to verify the graduation status of all SWD identified as 12th grade students. The study had two primary purposes: (1) determine the actual graduation rate of students with disabilities within the District by conducting site verification of students; and, (2) identify sources of error associated with the data reported by the schools. The study consisted of a verification of the District's data by visiting all secondary schools that reported graduation data, and reviewing all available sources of data to obtain the most accurate outcome for each student.

The results of the study indicated a pattern of ongoing errors within the data systems and graduation data as reported by schools. Weakness in the observed processes include: the credits reported by schools were higher than the credits reflected in SIS; diplomas were issued but were not recognized or reported by the District; there are a variety of data sources and fields used for capturing student graduation and completion data, which confounds the process; schools reported the issuance of diplomas for students with credits below 230 in SIS; there were discrepancies between leave codes reported by schools and those reflected in SIS; and, District data systems lacking edits and oversight to prevent the erroneous granting or withholding of diplomas.

The studies of graduation and dropout data of students with disabilities that have been conducted by District researchers and the Office of the Independent Monitor (OIM) over the past several years have consistently found inaccuracies in the District's data related to high school completion. The District's data underreports the number of graduates and over reports the number of dropouts. The District has learned valuable lessons from the process of trying to collect data to measure achievement of these Outcomes. The District has learned that some of the student graduation and completion data is not reliable because not all schools consistently record critical data in the District's Student Information System (SIS). This negatively impacts the District's ability to measure progress on achievement of MCD Outcomes. The data clearly shows us that, as a District, we need to implement strategies to reduce the rate our students with disabilities are dropping out; increase family engagement in their students' academic progress towards graduation with a diploma; and, improve the accuracy of data relative to dropouts and high school completion.

## 2009/2010 Dropout Data Analysis

The table below displays the percentage of grade 12 SWD enrolled on December 1, 2009 who dropped out (14.93%). The highest dropout rates were found in Local District 6 (29.97%), Local District 5 (23.32%), Local District 2 (17.38%) and Partnership/Innovation schools (16.67%). Based on this data, the District will place high priority on dropout prevention and intervention efforts in Local Districts 6, 5, 2, and Partnership/Innovation schools.

### 2010 Dropouts by Local District

Local District	Total Grade 12 SWD	Reported as Dropped Out	% Reported as Dropped Out	Transferred within LAUSD – Not Reported	% Transferred within LAUSD – Not Reported
1	841	76	9.04%	65	7.73%
<b>2*</b>	<b>633</b>	<b>110</b>	<b>17.38%</b>	<b>70</b>	<b>11.06%</b>
3	468	61	13.03%	32	6.84%
4	547	77	14.08%	104	19.02%
<b>5*</b>	<b>373</b>	<b>87</b>	<b>23.32%</b>	<b>25</b>	<b>6.70%</b>
<b>6*</b>	<b>327</b>	<b>98</b>	<b>29.97%</b>	<b>31</b>	<b>9.48%</b>
7	269	34	12.64%	13	4.83%
8	580	78	13.45%	48	8.28%
R	395	32	8.10%	46	11.65%
S	60	11	18.33%	2	21.67%
T	396	66	16.67%	11	8.33%
Total	4889	730	14.93%	480	9.82%

REFERENCE: *Study on the Accuracy of the Graduation Data of Students with Disabilities in the LAUSD, 2009-2010 School Year*, Office of the Independent Monitor, March 2, 2011

\*Targeted Local District

## 2009/2010 Dropout Data by Age/Grade

The tables below contain data obtained from the District's Student Information System (SIS). The first table displays the frequency counts of dropouts by student age. Six hundred sixty seven (32%) of the dropouts were 18 years of age as of June 30, 2010. About one-fifth ( $n = 381$ , 18%) were 19 years of age, and three hundred forty six (17%) were 17 years of age. The ages of 17, 18, and 19 combined amount to greater than two-thirds (67%) of the total number of dropouts.

2009-2010 Students With Disabilities Dropout by Age (N = 2084)		
Age	Reported as Dropped Out	% Reported as Dropped Out
12	17	1%
13	91	4%
14	118	6%
15	136	7%
16	170	8%
<b>17</b>	<b>346</b>	<b>17%</b>
<b>18</b>	<b>667</b>	<b>32%</b>
<b>19</b>	<b>381</b>	<b>18%</b>
20	100	5%
21	46	2%
22	12	1%

The table below displays the frequency counts of dropouts by student grade. Nine hundred seven (44%) of the dropouts were in grade 12 as of June 30, 2010. About one-fifth ( $n = 396$ , 19%) were in grade 9, and three hundred nine (15%) were in grade 10. Students in grades 12, 9, and 10 combined amount to greater than three-fourths (78%) of the total number of dropouts.

2009-2010 Students With Disabilities Dropout Report by Grade (N = 2,084)		
Grade	Reported as Dropped Out	% Reported as Dropped Out
07	99	5%
08	112	5%
<b>09</b>	<b>396</b>	<b>19%</b>
<b>10</b>	<b>309</b>	<b>15%</b>
11	261	13%
<b>12</b>	<b>907</b>	<b>44%</b>

## **2010/2011 TARGETED STRATEGY PLAN IMPLEMENTATION SUMMARY**

During the 2010-2011 school year, the Division of Special Education designated District Office of Transition Services (DOTS) teachers to assist school site Modified Consent Decree (MCD) teams with the completion of the activities outlined in the 2010-2011 Targeted Strategy Plan (TSP) for Modified Consent Decree (MCD) Outcome 4. Division of Special Education staff worked collaboratively with staff from the Office of Curriculum, Instruction, and School Support, the Dropout Prevention and Recovery office, and the Office of Data and Accountability to develop various written communications (REF-4850.3: *Dropout Identification and Intervention for Secondary Students with Disabilities*, dated December 16, 2010; and MEM-5485.0: *Requirement to Improve the Accuracy of Student Data and Complete Activities Related to Modified Consent Decree [MCD] Outcomes 3 and 4*, dated May 12, 2011) to schools that provided guidance for implementation of research-based strategies for dropout prevention and intervention, and increasing data accuracy.

The following provides a summary of activities completed during the 2010/2011 school year by Division of Special Education and School Site Staff in regard to MCD Outcome 4:

- Conducted data verification to validate and ensure the accuracy of school graduation/completion data
- District Office of Transition Services (DOTS) teachers at schools with low dropout rates (based on 2009-2010 school year data) worked with school staff to develop a list of successful strategies for use by schools with high dropout rates (based on 2009-2010 school year data).
- Identified all grade 9 and grade 12 students with disabilities who have three or more “At-Risk” factors in the areas of attitude, attendance, and/or academics – held Coordination of Services Team (COST) meetings; developed and implemented an intervention plan
  - ◆ Monitored student progress at 10 week intervals and used the problem-solving process to make adjustments to the interventions, as needed
- Utilized MyData “High School Completion” report to monitor current grade 12 student progress in meeting graduation requirements
- Provided intensive intervention for any grade 12 student who was not “on-track” for high school completion
  - ◆ Monitored student progress at 10-week intervals and used the problem-solving process to make adjustments to the interventions, as needed

**OUTCOME 4:** 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 (SWD) who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).

**Approved by the Independent Monitor on August 8, 2011**

<b>4-1:</b>	<b><u>Revised Strategy:</u> All senior high schools in targeted Local Districts will identify students at risk of dropping out and provide individualized mentorship to address student need.</b>
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**REVISED 4-1.1:** Use the MyData “High School Completion” report to identify students with disabilities at senior high schools in targeted Local Districts who are not “On Track” for high school completion. For those students with disabilities not “On Track,” use the MyData “At Risk” report to identify areas of student need (e.g., academics, attendance, behavior), and provide individualized mentorship to address student need.

**Accountable Personnel:**

Sharyn Howell, Executive Director, Division of Special Education

Geri Fuchigami, Coordinator, Behavior, Transition, and LRE Support

- District Office of Transition Services (DOTS) teachers will collaborate with other school site and District staff to provide ongoing targeted mentorship for students with disabilities at senior high schools in targeted Local Districts not “On Track” based on areas of need as indicated in the MyData “At Risk” report.
  - Attendance: District and school site staff will connect with parents or guardians of students with disabilities regarding attendance concerns.
  - Behavior: District and school site staff will provide individualized behavior support.
  - Academics: District and school site staff will provide information and resources regarding opportunities (e.g., online credit recovery, tutoring, learning center, adult school, occupational/skills centers), and alternatives to earning a diploma (such as a GED) for grade 12 students with disabilities who need credit recovery or other academic support.

**Initiation Timeline:** July, 2011

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicators</b>
September, 2011	Written correspondence (E-Library communication) identifying the process for using MyData system to identify “at-risk” secondary students with disabilities, and providing targeted, individualized intervention.
November, 2011	List of mentors and their students to be provided to the Division of

	Special Education.
June, 2012	Evidence of mentorship activities will be provided to the Division of Special Education.

**REVISED 4-1.2:** Provide support to grade 12 students with disabilities and their families by providing ongoing communication regarding student progress toward high school completion, and for those not “on-track,” providing information regarding options for completion.

**Accountable Personnel:**

Sharyn Howell, Executive Director, Division of Special Education

Gerri Fuchigami, Coordinator, Behavior, Transition, and LRE Support

- Once in the fall and once in the spring, District Office of Transition Services (DOTS) teachers will communicate with parents of grade 12 students with disabilities attending high schools in targeted Local Districts by providing a summary of the MyData “High School Completion” report in regard to credits earned and options for at-risk students (online credit recovery programs, adult school, etc.).
  - Create brochure on dropout prevention that provides students at high schools in targeted Local Districts with information in regard to options (GED, online credit recovery, continuation school, skills center, etc.) – provide contact information for programs and offices.

**Initiation Timeline:** July, 2011

**Progress Monitoring:**

<b>Intervals</b>	<b>Indicator</b>
October, 2011	Brochure will be developed and made available to senior high schools in targeted Local Districts containing information, resources, and options for students with disabilities non on track to graduate/complete high school
November, 2011 March, 2012	Communication letters with brochures will be sent to students with disabilities not “On Track” as indicated on the MyData “High School Completion” report

4-2:	<b><u>Revised Strategy:</u> For all students at the secondary level, including students with disabilities in grades 9-12 at high schools in targeted Local Districts, ensure accuracy of enrollment status, student grade level, and leave codes (as applicable) in the Student Information System (SIS)/Integrated Student Information System (ISIS).</b>
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**Accountable Personnel:**

Cynthia Lim, Executive Director, Office of Data and Accountability

School Site Administrators

School clerical staff

- Use SIS/ISIS to extract “inactive enrollment status” data, and make corrections, as needed
- Ensure that student grade level in SIS/ISIS is an accurate match to the number of student earned credits
- Verify leave codes for “inactive” students and make corrections, as needed

**Initiation Timeline:** July, 2011

**Progress Monitoring:**

Intervals	Indicator
November, 2011	Written Inside LAUSD E-Library communication identifying the process for ensuring accuracy of enrollment status and appropriate grade level for all students at the secondary level, including students with disabilities at senior high schools in targeted Local Districts.

**DELETED STRATEGY 4-3: Targeted schools will implement intervention plans to support the successful completion of school for at risk 12<sup>th</sup> grade students.**

**DELETED 4-4: Schools with low dropout rates to create a list of strategies for implementation by schools with high dropout rates.**

**DELETED 4-4.1:** Work with schools with low dropout rates to develop a list of strategies to lower the dropout rate. Provide schools with high dropout rates with a list of these strategies and a communication regarding implementation.