

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

The following proposed amendments are being submitted for Targeted Strategy Plan - MCD Outcome 4.

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).

CONTINUING 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.

CONTINUING STRATEGY 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.

CONTINUING STRATEGY 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.

CONTINUING 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).

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; and
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, 2010-2011 School Year,” dated February 17, 2012; “Report on the Progress and Effectiveness of the Los Angeles Unified School District’s Implementation of the Modified Consent Decree during the 2010-2011 School Year – Part II,” dated February 17, 2012; “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 2010-2011 grade 12 cohort who successfully completed high school due to graduating with a diploma or earning a certificate of completion was 63.8%, 12.5% below the target rate. However, this reflects an increase of 5.7% from the previous school year. (58.1%, 2009-2010). This increase was due to a decrease in the number of students dropping out, and an increase in the number of students receiving a high school diploma, certificate of completion, or aging out.

Number and Percentage of SWD Earning a Diploma

Local District	Total Grade 12 SWD Sample	Received a Diploma	% Received a Diploma	Did not Receive a Diploma	% Did not Receive a Diploma
1	811	361	44.51%	450	55.49%
2	550	306	55.64%	244	44.36%
3	548	238	43.43%	310	56.57%
4	513	233	45.42%	280	54.58%
5	350	142	40.57%	208	45.43%
6	339	185	54.57%	154	74.89%
7	223	56	25.11%	167	65.99%
8	541	184	34.01%	357	24.29%
R	490	371	75.71%	119	64.58%
S	48	17	35.42%	31	39.88%
T	336	202	60.12%	134	39.88%
Y	1	0	0.00%	1	100%
Total	4750	2295	48.32%	2455	51.68%

Number and Percentage of SWD Earning a Certificate of Completion or Aged Out

Local District	Total Grade 12 SWD Sample	Received a Certificate	% Received a Certificate	Aged Out	% Aged Out	% Received a Certificate / Aged Out
1	811	59	7.27%	2	0.25%	7.52%
2	550	30	5.45%	2	0.36%	5.82%
3	548	59	10.77%	2	0.36%	11.13%
4	513	115	22.42%	1	0.19%	22.61%
5	350	45	12.86%	1	0.29%	13.14%
6	339	21	6.19%	0	0.00%	6.19%
7	223	22	9.87%	0	0.00%	9.87%
8	541	66	12.20%	2	0.37%	12.57%
R	490	10	2.04%	0	0.00%	2.04%
S	48	0	0.00%	0	0.00%	0.00%
T	336	26	7.74	1	0.30%	8.04%
Y	1	0	0.00%	0	0.00%	0.00%
Total	4750	453	9.54%	11	0.23%	9.97%

Ensuring Accuracy of Student Data

To verify the accuracy of the District’s graduation data for the 2010-2011 school year, the Office of the Independent Monitor (OIM) conducted a validation study in the fall of 2011 to verify the graduation status of all SWD identified as grade 12 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 that schools are becoming more accurate in their reporting of data related to SWD and high school completion. However, ongoing errors within the data systems and graduation data as reported by schools continue to diminish statistics related to number of students who truly completed high school. Weakness in the observed processes include: diplomas were issued but were not recognized or reported by the District; there were discrepancies between leave codes reported by schools and those reflected in SIS.

2010/2011 Dropout Data Analysis

The table below displays the percentage of grade 12 SWD enrolled on December 1, 2010 who dropped out (6.48%). The highest dropout rates were found in Local District S, Options Schools (25.00%), Partnership/Innovation Schools Local District T (16.07%), and Local District 6. Based on this data, the District will place high priority on dropout prevention and intervention efforts in Local Districts S, T, 6.

2011 Dropouts by Local District

Local District	Total Grade 12 SWD Sample	Reported as Dropped Out	% Reported as Dropped Out	Transferred within LAUSD – Not Reported	% Transferred within LAUSD – Not Reported
1	811	32	3.95%	43	5.30%
2	550	38	6.91%	37	6.73%
3	548	22	4.01%	17	3.10%
4	513	31	6.04%	20	3.90%
5	350	13	3.71%	7	2.00%
6*	339	37	10.91%	15	4.42%
7	223	9	4.04%	2	0.90%
8	541	22	4.07%	29	5.36%
R	490	37	7.55%	33	6.73%
S*	48	12	25.00%	6	12.50%
T*	336	54	16.07%	13	3.87%
Y	1	1	100%	0	0.00%
Total	4750	308	6.48%	222	4.67%

R – Charters; S – Options; T-Partnerships; Y - Adult

REFERENCE: “Study on the Accuracy of the Graduation Data of Students with Disabilities in the LAUSD, 2010-2011 School Year,” Office of the Independent Monitor, February 17, 2012.

*Targeted Local District

2011/2012 TARGETED STRATEGY PLAN IMPLEMENTATION SUMMARY

During the 2011-2012 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 2011-2012 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 (OCISS), the Dropout Prevention and Recovery office, and the Office of Data and Accountability to develop various written communications (REF-4850.4: “Dropout Identification and Intervention for Secondary Students with Disabilities,” dated September 30, 2011; Brochure: “Pathways to Completing High School,” dated October 2011; and MEM-5485.1: “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 to provide guidance for implementation of research-based strategies for dropout prevention and intervention, and increasing data accuracy.

The following provides a summary of activities related to MCD Outcome 4 that were completed during the 2011/2012 school year by Division of Special Education and school site staff:

- Conducted data verification to validate and ensure the accuracy of school graduation/completion data.
- District Office of Transition Services (DOTS) teachers at schools with high dropout rates (based on 2010-2011 school year data) provided school staff recommended strategies to increase student completion of high school.
- Identified all grade 12 students with disabilities who exhibit “At-Risk” factors in the areas of attitude, attendance, and/or academics and provided strategic mentorship in credit recovery, staying on track to graduate, and information regarding various pathways for completing high school.
- To support credit recovery, The District Office of Transition Services (DOTS) mailed the Brochure: “Pathways to Completing High School,” dated October 2011, to families of all students who had “At-Risk” factors and who should be in grade 12 based on four years of high school participation.

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).

4-1:	<u>Continuing 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.
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CONTINUING 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 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: August 2012

Progress Monitoring:

Intervals	Indicators
September 2012	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 2012	List of mentors and their students to be provided to the Division of Special Education.
June 2013	Evidence of mentorship activities will be provided to the Division of Special Education.

CONTINUING 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,” provide information regarding options for completion.

Accountable Personnel:

Sharyn Howell, Executive Director, Division of Special Education

Geri 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: August, 2012

Progress Monitoring:

Intervals	Indicator
October 2012	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 2012 AND March 2013	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:	<u>Continuing 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).
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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 2012	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.