Office of the Independent Monitor
October 24, 2012

*Study of the Accuracy of District Data on Placement
in the Least Restrictive Environment Multiple Disabilities Orthopedic 2011-12*

Outcome 7B requires the District to increase the number of students with multiple disabilities orthopedic (MDO) (Ages 6-18) placed in the general education setting for 40% or more of the instructional day. The outcome states:

> *Outcome 7B*: *Placement of Students with Disabilities (Ages 6-18) with MDO Eligibility. The District will demonstrate a ratio of not less than 23% of students placed in the combined categories of 0-20% and 21-60%, and not more than 77% of students placed in the 61-100% category utilizing instructional minutes as the methodology. In determining whether the District has achieved this outcome, any fraction percentage of .51 or above shall be rounded up to its nearest whole number.*

This study examines the accuracy of the District's Welligent LRE data to determine the District's progress in achieving this outcome. Since the population of students with MDO in the District is small (n=1,078), the study provides an accurate count of students with MDO in the general education setting for more than 40% of the instructional day.

The study was guided by the following research questions:

1. Are there discrepancies between the percent of time in special education calculated from information on the IEP and the percent of time in special education calculated from the number of special education minutes in a student's schedule?
2. Do any discrepancies between the percent of time in special education as documented in Welligent and in the student schedule data impact the calculation of percent of time in special education for Outcome 7B?

Methodology

The methodology for this study is similar to the LRE validation study for Outcome 7A. The study validates the accuracy of the Welligent LRE data by comparing the time spent in special education reported by students' schedules.

Sample Design

This study includes all students in the District with an eligibility of MDO. To compare the Welligent LRE data with class schedules, schedules were collected for the entire population of students with MDO attending general education campuses, as well as a random sample of students attending special education centers and non-public schools (NPS). Since the performance of this outcome is directly related to those students attending general education campuses[1], all students with MDO attending these schools were selected in order to determine

---

[1] The majority of students attending special education centers do not have an opportunity to integrate into the general education setting since these schools do not have a general education population.

the actual number of students placed in the general education setting for more than 40% of the instructional day. This count will establish an accurate view of the District's performance on this outcome based on the entire population of students with MDO.

Tables 1 and 2 show the final distributions of the overall MDO LRE analysis sample (N=1,078) across local school districts and by school type. The sample also includes all MDO students attending non-public schools, charters, the Carlson Home Hospital Program, and Innovation (I) Division schools.

Table 1. Distribution of Students in the MDO LRE Analysis by Local District

Local District	N	%
1	161	14.9
2	195	18.1
3	134	12.4
4	25	2.3
5	126	11.7
6	109	10.1
7	133	12.3
8	161	14.9
NPS	6	0.6
R – Charter schools	17	1.6
SUN*	1	0.1
T – I Division Schools	10	0.9
Total	1,078	100

*IEP states the location of the IEP meeting was the Support Unit North Office but this student is in the Carlson Home Hospital program.

Table 2. Distribution of Students in the MDO LRE Analysis by School Level

School Level	N	%
Elementary	214	19.9
Middle	68	6.3
High	63	5.8
Special Education Centers	726	67.4
Other	6	0.6
Total	1,078	100

Data Collection and Analysis

Data including student demographic information and the percentage of time in the special education setting were uploaded centrally and placed on a data collection instrument developed by the OIM (Attachment A). The data were verified through a review of a student's most current

IEP and the IEP identified at the time of the sampling[2]. Classroom schedules detailing the time spent either in the general or special education setting and a roster of special education teachers also were collected.

Consistent with the methodology of the Outcome 7A study, collected data were used to create student files. Each file contained a report on the number of instructional minutes documented by school staff, a completed data collection instrument and a student's schedule. Data from these sources were then analyzed to determine the total number of special education minutes each student received. The data were then transferred to a data summary sheet (Attachment B). This information then was entered into databases created by the OIM and sent to the American Institutes for Research (AIR) for analysis.

The findings are presented to correspond with the two LRE time categories of the outcome[3]. This includes students in the special education setting for 60% or less of the day, and those in the special education setting for more than 60% of their day.

Findings

To determine if the LRE data were reliable for determining the District's performance on this outcome, data were analyzed to examine if inaccuracies found between the Welligent System and students' class schedules impacted the number of students in each LRE time category. Since the number of students with MDO attending general education campuses is small (n=345), inaccuracies resulting in a shift into the 40% or less LRE category considerably impact the District's performance. The analysis was able to establish an accurate count of students with MDO in each LRE category. This count translates into the District's performance toward meeting the outcome's target of 23%.

Table 3 demonstrates the impact of these discrepancies to the overall population. The Welligent data note that 127 students (11.8%) are placed in special education for less than 60% of the instructional day. However, this performance is much lower when compared to the number of students (n=50, 4.6%) with class schedules in the special education setting for less than 60% of the day. This shows that the LRE data within the Welligent system continue to overestimate the number and percentage of students being integrated in special education for 60% or less of the day.

---

[2] In some cases, an IEP may have been held after sampling, therefore both IEPs were reviewed and compared to the classroom schedule.

[3] For the purpose of the MCD, time in the LRE is for instructional time only. This differs from both federal and state definitions of LRE time which consist of three time categories (0-20%, 21-60% and 61-100%) and include non-instructional time such as recess and lunch.

Table 3. Number and Percentages of Students in the Population by Two Reporting Categories Based on Schedule and Welligent

	Source of Information			
	Schedule		Welligent	
	N	%	N	%
60% or Less in Special Education	50	4.6	127	11.8
More than 60% in Special Education	1.028	95.4	951	88.2
Population Total N	**1,078**	**100**	**1,078**	**100**

To better understand the level of integration for students with MDO, LRE data were analyzed by data source using federal reporting categories of 0-20%, 21-60% and 61-100%. Table 4 shows that of the 50 students reported by Welligent to be in the special education setting for less than 20% of the day, 19 students had schedules that corresponded to this level of integration. Similarly, of the 75 students in the 21-60% range as reported by Welligent, only 31 students had schedules that reflected this level of integration. This means that approximately two-thirds of students in both of these categories had discrepancies that shifted them to another category, particularly to the most restrictive category of more than 60%.

Table 4. Number and Percentages of Students in the Federal Reporting Categories Based on Welligent, IEP, and Schedules

	Source of Information			
	Schedule		Welligent	
	N	%	N	%
0-20% in Special Education	19	1.8	52	4.8
21-60% in Special Education	31	2.9	75	7.0
61-100% in Special Education	1,028	95.4	951	88.2
Total N	**1,078**	**100**	**1,078**	**100**

Summary

The results of this study indicate that the Welligent data continue to over-report the number of students with MDO integrated in the general education setting for more than 40% of the instructional day. The District needs to continue to address the causes of these discrepancies in Welligent by requiring schools to align the LRE time in the IEPs to accurately reflect the classroom schedules.

Unfortunately, the District noted a decrease in the number of students integrated in the general education setting of 40% or more of the day from last year (63 students in 2011 to 51 students in 2012). This performance continues to be well below the target of 23%.

Despite the District's efforts and commitment to develop programs on general education campuses last year with the opening of seven new classes, enrollment data do not show a trend in more students with MDO attending these schools. While this outcome is no longer in effect by stipulation of the parties, the District should analyze the reasons for the lack of progress over the past four years of this outcome and modify or create strategies that will continue to promote integration of students with moderate to severe disabilities on general education campuses.

Least Restrictive Envionment

Student in MDO [X]

Page 1

District ID#	Last Name	First Name	Birthday	Grade	Current IEP Date	IEP Date if different:
					9/27/2011	

Attend School: APPERSON EL   Local District: 2   Carlson Student:

IEP Meeting Location: _____

Page 4

Eligibility: MDO   Eligibility if different: _____

FAPE PT2

	Performance area	Wk	Freq	Total	Month	Freq	Total	Minutes outside Gen Ed
1	_____	☐	___ ___	☐	___ ___	_____
2	_____	☐	___ ___	☐	___ ___	_____
3	_____	☐	___ ___	☐	___ ___	_____
4	_____	☐	___ ___	☐	___ ___	_____
5	_____	☐		☐		

FAPE PT1 PT3

☐ Page 8 Missing   Welligent Percent of Time: [60]   Current Percent of Time [60]

☐ Gen Ed   ☐ RSP   ☐ SDC   (Minutes per Week): _____   ☐ DIS   ☐ Gen Ed/Inclusion   % of time: _____

FAPE PT4

_____

_____

1. # of Weekly District Policy Total School Minutes [_____]   2. # of Weekly Total School Minutes School Report [_____]

Sample: 2-15-12

6

LRE Data Summary Sheet (2011-2012)

Name of Student: _____   Eligibility: _____

                                         ☐ *Check if different from instrument*

School: _____   IEP Date: _____

                                    ☐ *Check if different from instrument*

Grade: _____
If information is not available, please mark N/A

_____ Total # of Instructional Minutes in LAUSD policy for this student

- -

Elementary and Pre-K

		IEP FAPE	
_____	Total # of SPED Minutes in IEP	Total # Pt.2	_____
	For SDP Total = IEP FAPE Pt.1+2+3+4	Total # Pt.1&3	_____
		Total # Pt. 4	_____

_____	Total # of SPED Minutes from Schedule	Total # SDP Classroom	_____
	Total # SPED = SDP Classroom/RSP + DIS	Total # DIS	_____
		Total # RSP	_____

Secondary – Middle and High School

		IEP FAPE	
_____	Total # of SPED Minutes in IEP	Total # Pt.2	_____
	For SDP Total = IEP FAPE Pt.1+2+3+4	Total # Pt.1&3	_____
		Total # Pt.4	_____

_____	Total # of SPED Minutes from Schedule	Length of Period	_____
	Total # Minutes = [(# Periods x length of period +	# of Sped periods	_____
	(Total HR min x 5)]	# Mins Hr x 5	_____
		DIS excluding APE	_____

- -

_____ Total % **OIM Schedule** (Schedule minutes/Policy Minutes)

_____ Total % **OIM Welligent** (Directly from IEP)

_____ Total % **OIM Current** (IEP minutes/Policy Minutes)

_____ Total % **District Current** (Directly from instrument)

_____ Total % **District Validation Welligent** (Section I)   _____ minutes

_____ Total % **District Validation Schedule** (Section III)   _____ minutes

_____ Action Not Required
_____ Action Required

_____ Prescription appears to be incorrect due to a blank field in the minutes