

Office of the Independent Monitor
October 13, 2014

Outcome 7.2 LRE Analysis

Outcome 7.2 requires students at co-located sites to participate with their non-disabled peers in general education classes an average of 12 percent of the instructional day. Not all students with moderate to severe disabilities at each co-located site must be integrated for this amount of time, but the average of these students must meet or exceed this target.

METHODS

During the 2013-2014 school year, class schedules and IEPs were collected for students attending the co-located sites. Information regarding integration in the general education settings from both sources was compared and analyzed. Performance for this Outcome is based on class schedules, which more accurately represents time spent in the general education setting. The findings are disaggregated by school site.

Sample Description

There were originally 290 students in the sample. Ten of the students were removed from the sample, because data about their percent of time in general education was missing. Below are the demographics for the final sample of 280 students.

School

| School | Number of Students | Percent of Sample |
|----------------|--------------------|-------------------|
| Avalon Gardens | 64 | 22.8% |
| Cleveland | 54 | 19.3% |
| Grand View | 47 | 16.8% |
| Miller | 77 | 27.5% |
| Van Ness | 38 | 13.6% |
| TOTAL | 280 | 100.0% |

- Cleveland and Miller Senior High School consists of 46.8% of the population of students attending co-located sites.

Eligibility

| Special Education Eligibility | Number of Students | Percent of Sample |
|---|--------------------|-------------------|
| Autism | 112 | 40.0% |
| Deaf | 2 | 0.7% |
| Emotional Disturbance | 2 | 0.7% |
| Hard of Hearing | 2 | 0.7% |
| Intellectual Disability/Mental Retardation | 67 | 23.9% |
| Multiple Disabilities-Hearing Primary Disability | 2 | 0.7% |
| Multiple Disabilities-Orthopedic Primary Disability | 52 | 18.6% |
| Multiple Disabilities-Visual Primary Disability | 16 | 5.7% |
| Orthopedic Impairment | 6 | 2.2% |
| Visual Impairment | 19 | 6.8% |
| TOTAL | 280 | 100.0% |

- Forty percent of the sample had an eligibility of Autism, and nearly 25% had an eligibility of Intellectual Disability/Mental Retardation.
- Over 80% of the sample had one of three eligibility types: Autism, Intellectual Disability/Mental Retardation, and Multiple Disabilities-Orthopedic Primary Disability.

Grade Level

| Grade | Number of Students | Percent of Sample |
|--------------|--------------------|-------------------|
| K | 22 | 7.9% |
| 1 | 23 | 8.2% |
| 2 | 27 | 9.6% |
| 3 | 27 | 9.6% |
| 4 | 34 | 12.2% |
| 5 | 14 | 5.0% |
| 6 | 19 | 6.8% |
| 9 | 23 | 8.2% |
| 10 | 31 | 11.1% |
| 11 | 58 | 20.7% |
| 12 | 22 | 7.9% |
| TOTAL | 280 | 100.0% |

- Less than 10% of the sample was in middle school, while the remaining students were split equally between elementary and high school.

Age Range

| Age Range | Number of Students | Percent of Students |
|-----------------|--------------------|---------------------|
| 6-12 years old | 149 | 53.6% |
| 13-18 years old | 129 | 46.4% |

- The ages of students at co-located schools reflects the school levels (elementary vs. high school) noted above.

FINDINGS

As noted earlier, the Outcome requires students at these schools to spend an average of 12% of the instructional day in the general education setting.

Average Time Spent in GE Per Course Schedules and IEP

| Avg. time in GE | Avalon (N=64) | Cleveland (N=54) | Grand View (N=47) | Miller (N=77) | Van Ness (N=38) | Overall (N=280) |
|---------------------------|---------------|------------------|-------------------|---------------|-----------------|-----------------|
| <u>Per class schedule</u> | | | | | | |
| Percent of time | 8.32% | 43.00% | 28.01% | 24.58% | 28.42% | 27.65% |
| Number of minutes | 133.83 | 813.00 | 447.72 | 465.45 | 455.92 | 446.05 |
| <u>Per IEP</u> | | | | | | |
| Percent of time | 11.16% | 54.33% | 28.84% | 33.67% | 26.64% | 31.29% |
| Number of minutes | 178.56 | 1,032.69 | 460.91 | 634.01 | 436.47 | 550.93 |

- On average, students at these sites are spending 27.65% of their day in the general education setting.
- A large discrepancy was noted in the time spent in the GE setting between Avalon and other schools, particularly Cleveland. Avalon is the only school that does not meet the 12% target.

Below are the numbers and percentages of students meeting Outcome 7, meaning they spend 12% or more of their instructional time in GE.

Students Meeting Outcome 7 Per Their Course Schedules

| % of Time in GE | Avalon (N=64) | Cleveland (N=54) | Grand View (N=47) | Miller (N=77) | Van Ness (N=38) | Overall (N=280) |
|-----------------|---------------|------------------|-------------------|---------------|-----------------|-----------------|
| < 12% | 24 (37.5%) | 0 | 6 (12.8%) | 0 | 14 (36.8%) | 44 (15.7%) |
| 12% + | 40 (62.5%) | 54 (100.0%) | 41 (87.2%) | 77 (100.0%) | 24 (63.2%) | 236 (84.3%) |

Students Meeting Outcome 7 Per Their IEPs

| % of Time in GE | Avalon (N=64) | Cleveland (N=54) | Grand View (N=47) | Miller (N=77) | Van Ness (N=38) | Overall (N=280) |
|-----------------|---------------|------------------|-------------------|---------------|-----------------|-----------------|
| < 12% | 15 (23.4%) | 1 (1.9%) | 9 (19.2%) | 5 (6.5%) | 21 (55.3%) | 51 (18.2%) |
| 12% + | 49 (76.6%) | 53 (98.1%) | 38 (81.8%) | 72 (93.5%) | 17 (44.7%) | 229 (81.8%) |

- At Avalon and Van Ness, the percentage of students spending at least 12% of their time in GE differed considerably between students' course schedules and their IEPs. For these students, course schedules indicated a greater percentage of time in GE than was specified in their IEPs. At the remaining three schools, the percentages of students spending at least 12% of their time in GE were fairly comparable, i.e., within 10 percentage points, between their course schedules and IEPs.
- All students at Cleveland and Miller had schedules with 12% or more of their time in GE.
- Overall, both students' course schedules and their IEPs indicated that more than 80% of them were in GE for 12% or more of their instructional time.

Instructional Time Spent in the Least Restrictive Environment per Students' Course Schedules

This section presents the measures of central tendency for the number of instructional minutes spent in general education, as reported on students' course schedules.

School

Because the amount of time in general education was positively skewed for four out of the five schools, both the mean and median amount of time are presented in the tables below.

| Total Minutes in GE | Avalon (N=64) | Cleveland (N=54) | Grand View (N=47) | Miller (N=77) | Van Ness (N=38) | Overall (N=280) |
|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Minimum | 0 | 0 | 60 | 285 | 115 | 0 |
| Maximum | 250 | 1,890 | 1,600 | 900 | 1,585 | 1,890 |
| Mean | 134 | 780 | 448 | 465 | 456 | 285 |
| Median | 190 (3.2 hrs.) | 570 (9.5 hrs.) | 240 (4.0 hrs.) | 310 (5.2 hrs.) | 225 (3.8 hrs.) | 285 (4.8 hrs.) |

- Per the students' class schedules, the mean and median number of minutes spent in general education for the sample was 285 minutes or 4.8 hours, or just under 1 hour per day. The median amount of time in general education ranged from 3.2 hours at Avalon Gardens to 9.5 hours at Cleveland.

Eligibility

| Total Minutes in GE | Autism (N=112) | Multiple Disabilities –Orthopedic (N=52) | Multiple Disabilities -Visual (N=16) | Mental Retardation (N=67) | Visual Impairment (N=19) | Overall for Major Eligibilities (N=266) |
|---------------------|-------------------|--|--------------------------------------|---------------------------|--------------------------|---|
| Minimum | 0 | 0 | 115 | 0 | 115 | 0 |
| Maximum | 1,890 | 1,890 | 285 | 900 | 1,540 | 1,890 |
| Mean | 614 | 184 | 115 | 329 | 531 | 285 |
| Median | 310 (5.2 hrs.) | 180 (3.0 hrs.) | 115 (1.9 hrs.) | 285 (4.8 hrs.) | 275 (4.6 hrs.) | 285 (4.8 hrs.) |

- The median number of minutes spent in general education varied across the major disability types as well; students with an eligibility of Multiple Disabilities-Visual, almost all of whom were enrolled at Van Ness, had the lowest median amount of time in general education, and students with Autism had the highest.

Instructional Time Spent in the Least Restrictive Environment per Students' IEPs

This section presents the measures of central tendency for the number of instructional minutes spent in both general and special education, as reported on students' IEPs.

School

| Total Minutes in GE | Avalon (N=64) | Cleveland (N=54) | Grand View (N=47) | Miller (N=77) | Van Ness (N=38) | Overall (N=280) |
|---------------------|-------------------|--------------------|-------------------|--------------------|-------------------|-------------------|
| Minimum | 0 | 208 | 0 | 0 | 115 | 0 |
| Maximum | 1,600 | 1,890 | 1,540 | 1,777 | 1,585 | 1,950 |
| Mean | 178 | 1,007 | 389 | 634 | 432 | 528 |
| Median | 192 (3.2 hrs.) | 790 (13.2 hrs.) | 200 (3.3 hrs.) | 640 (10.7 hrs.) | 160 (2.7 hrs.) | 508 (8.5 hrs.) |

- Per students’ IEPs, the weekly number of minutes in general education averaged approximately 8.5 hours per week, or about 1.7 hours per day.
- Across the five schools, the median amount of time in general education ranged from 2.7 hours per week at Van Ness to 13.2 hours per week at Cleveland.

| Total Minutes in SE | Avalon (N=64) | Cleveland (N=54) | Grand View (N=47) | Miller (N=77) | Van Ness (N=38) | Overall (N=280) |
|---------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Minimum | 1,408 | 0 | 15 | 113 | 0 | 0 |
| Maximum | 1,600 | 1,682 | 1,600 | 2,085 | 1,600 | 2,085 |
| Mean | 1,446 | 857 | 1,139 | 1,259 | 1,174 | 1,193 |
| Median | 1,408 (23.5 hrs.) | 1,100 (18.3 hrs.) | 1,400 (23.3 hrs.) | 1,250 (20.8 hrs.) | 1,440 (24.0 hrs.) | 1,250 (20.8 hrs.) |

- Per students’ IEPs, the weekly number of minutes in special education averaged approximately 20.8 hours per week, or about 3.5 hours per day.
- Across the five schools, the median amount of time in special education ranged from 18.3 hours per week at Cleveland to 24.0 hours per week at Van Ness.

Time Spent in the Least Restrictive Environment: A Comparison of Students’ IEPs and Course Schedules

This section compares the percent of time that students spent in general education between students’ course schedules and their IEPs.

The table below shows the number and percent of exact matches for students’ course schedules and their IEPs, and those for whom the GE times were within 5% and 10% of one another.

| Level of agreement in the % of time in GE | Avalon (N=64) | Cleveland (N=54) | Grand View (N=47) | Miller (N=77) | Van Ness (N=38) | Overall (N=280) |
|---|---------------|------------------|-------------------|---------------|-----------------|-----------------|
| Exact match | 11 (17.2%) | 12 (22.2%) | 4 (8.5%) | 0 (0.0%) | 0 (0.0%) | 27 (9.6%) |
| Within 5% | 47 (67.2%) | 18 (33.3%) | 24 (51.1%) | 24 (31.2%) | 27 (71.1%) | 136 (48.6%) |
| Within 10% | 55 (85.9%) | 22 (40.8%) | 34 (72.3%) | 28 (36.4%) | 37 (97.4%) | 176 (62.9%) |

- Overall, students' course schedules and IEPs matched exactly for approximately one in ten students (9.6%), matched within 5% for one out of every two students (48.6%), and matched within 10% for five out of every eight students (62.9%).
- The percent of students with class schedules and IEPs matching within 10% of one another was considerably lower for the secondary schools, Cleveland and Miller, than for the three elementary schools.

Percent of Time in the Least Restrictive Environment

The percent of time that students spent in general education for students' course schedules and their IEPs was categorized as follows: 0-20%, 21-60%, and more than 60%. The breakdown by schools is presented below.

Percent of Time in General Education per Students' Course Schedules

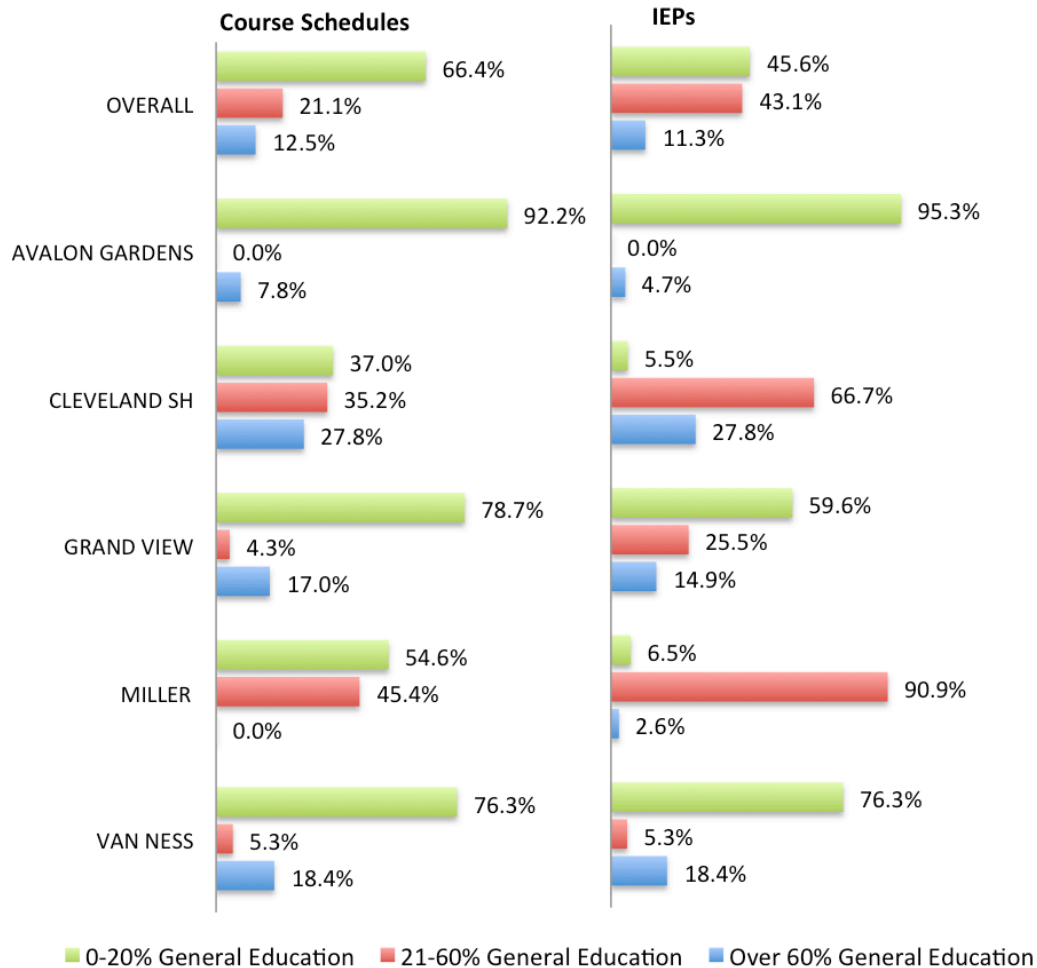
| % of Time in GE | Avalon (N=64) | Cleveland (N=54) | Grand View (N=47) | Miller (N=77) | Van Ness (N=38) | Overall (N=280) |
|-----------------|---------------|------------------|-------------------|---------------|-----------------|-----------------|
| 0-20% | 59 (92.2%) | 20 (37.0%) | 37 (78.7%) | 42 (54.6%) | 28 (73.7%) | 186 (66.4%) |
| 21-60% | 0 (0.0%) | 19 (35.2%) | 2 (4.3%) | 35 (45.5%) | 3 (7.9%) | 59 (21.1%) |
| Over 60% | 5 (7.8%) | 15 (27.8%) | 8 (17.0%) | 0 (0.0%) | 7 (18.4%) | 35 (12.5%) |

Percent of Time in General Education Per Students' IEPs

| % of Time in GE | Avalon (N=64) | Cleveland (N=54) | Grand View (N=47) | Miller (N=77) | Van Ness (N=38) | Overall (N=280) |
|-----------------|---------------|------------------|-------------------|---------------|-----------------|-----------------|
| 0-20% | 61 (95.3%) | 3 (5.6%) | 28 (59.6%) | 5 (6.5%) | 29 (76.3%) | 126 (45.0%) |
| 21-60% | 0 (0.0%) | 36 (66.7%) | 12 (25.5%) | 70 (90.9%) | 2 (5.3%) | 120 (42.9%) |
| Over 60% | 3 (4.7%) | 15 (27.8%) | 7 (14.9%) | 2 (2.6%) | 7 (18.4%) | 34 (12.1%) |

The chart below displays the percentages presented in the preceding two tables. The results are presented side-by-side, to facilitate a comparison of course schedules and IEP times.

Distribution of Students for Percent of Time in General Education



- In the preceding chart, the blue bars represent the percentage of students spending over 60% of their instructional time in general education. The blue bars are similar in size, indicating that there was considerable agreement between students' class schedules and their IEPs for this group of students.
- As evidenced by the red and green bars, there was a lower level of agreement between the course schedules and IEPs for students spending fewer amounts of time in general education. For example, according to the course schedules, two-thirds of students (66.4%) were spending 20% or less of their time in general education, but according to their IEPs fewer than half of students (45.6%) were in the lowest category of integration time.

- Overall, course schedules generally indicated lower percentages of time in general education than was specified in students' IEPs. This was particularly true for the two high schools.

Courses Taken in the Least Restrictive Environment

Below are the course offerings for the five schools in the sample, per students' course schedules.

| Course | Avalon Gardens | Grand View | Van Ness | Cleveland | Miller |
|-----------------------------------|-------------------|------------|----------|-----------|--------|
| Advisory Team | | | | | X |
| Agriculture | | | | | X |
| Animation | | | | X | |
| Auto Maintenance | | | | | X |
| Building Maintenance | | | | | X |
| Business | | | | | X |
| Carpentry | | | | | X |
| Ceramics | | | | X | |
| Cheer | | | | | X |
| Circle Time | | X | X | | |
| Clerical Services | | | | | X |
| Computer Lab | | X | | X | |
| Dance | X | | X | | |
| ELD | | X | | | |
| Fashion Design | | | | | X |
| Food Services | | | | | X |
| Gardening/Cooking | | X | | | |
| General Education (not specified) | | | X | | |
| Journalism | | | | | X |
| JROTC | | | | X | |
| Landscaping | | | | | X |
| Library | X | X | | | |
| Music | X | X | X | | |
| Occupational Training | | | | | X |
| Photography | | | | | X |
| Physical Education | X | X | X | X | X |
| Reading Buddies | | | X | | |
| Retail Merchandising | | | | | X |
| Science | | X | X | | |
| Sculpture | | | | X | |
| Social Studies | | | X | | |
| Speech | | | | X | |
| Stage design | | | | | X |
| Tele-teaching | | | | | X |
| Theater | X | X | X | X | |
| Travel Training | | | | | X |

| | | | | | |
|-----------------|----------|-----------|-----------|----------|-----------|
| Visual Arts | X | X | X | X | X |
| Wood Industries | | | | | X |
| TOTAL | 6 | 10 | 10 | 9 | 21 |

Range of Course Offerings

- As shown in the preceding table, Miller, with 21 integration courses, had the highest number of LRE classes.
- All three elementary schools offered music, physical education, theater and visual arts. Miller and Cleveland had different course offerings, with only visual arts and physical education being offered at both schools.

Course Frequency and Duration

- As shown on the following page, the only courses that were received by over 10% of the sample were the following:
 - Physical Education (55.2%)
 - Music (35.5%)
 - Visual Arts (30.3%)
 - Dance (17.2%)
 - Library (14.5%)
 - Gardening/Cooking (13.1%)
 - Theater (12.4%)
- The courses that were offered to the highest percentage of students were also more likely to have been offered at multiple frequencies and durations. However, most courses had only once-frequency and duration.

| Course | Students Receiving | | Frequencies Provided | Durations Provided | Most Common Freq. & Dur. |
|-----------------------------------|--------------------|-------|----------------------|------------------------|---|
| | # | % | | | |
| Adaptive Physical Education | 3 | 1.0% | 5 | 57 | 5 x 57 |
| Advisory Team | 6 | 2.1% | 5 | 58 | 5 x 58 |
| Agriculture | 3 | 1.0% | 5 | 59, 118 | 5 x 118 |
| Animation | 1 | 1.0% | - | - | - |
| Auto Maintenance | 2 | 0.7% | 5 | 118 | 5 x 118 |
| Building Maintenance | 3 | 1.0% | 5 | 118 | 5 x 118 |
| Business | 3 | 1.0% | 5 | 59 | 5 x 59 |
| Carpentry | 4 | 1.4% | 5 | 118 | 5 x 118 |
| Ceramics | 1 | 0.3% | 5 | 57 | 5 x 57 |
| Cheer | 11 | 3.8% | 1, 5 | 59 | 5 x 59 |
| Circle Time | 13 | 4.5% | 1, 4 | 30, 50 | 4 x 30 |
| Clerical Services | 3 | 1.0% | 5 | 58 | 5 x 58 |
| Computer Lab | 8 | 2.8% | 1, 5 | 57, 60 | 5 x 57 |
| Dance | 50 | 17.2% | 1 | 40, 50, 60 | 1 x 50 |
| ELD | 1 | 0.3% | - | - | - |
| Fashion Design | 7 | 2.4% | 5 | 59 | 5 x 59 |
| Food Services | 11 | 3.8% | 5 | 59 | 5 x 59 |
| Gardening/Cooking | 38 | 13.1% | 1 | 30, 60 | 1 x 30 |
| General Education (Not specified) | 2 | 0.7% | - | - | - |
| Journalism | 1 | 0.3% | - | - | - |
| JROTC | 3 | 1.0% | 5 | 57 | 5 x 57 |
| Landscaping | 4 | 1.4% | 5 | 118 | 5 x 118 |
| Library | 42 | 14.5% | 1 | 15, 30, 35, 40 | 1 x 40 |
| Music | 103 | 35.5% | 1 | 45, 50, 55 | 1 x 50 |
| Occupational Training | 4 | 1.4% | 5 | 58 | 5 x 58 |
| Photography | 2 | 0.7% | 5 | 58 | 5 x 58 |
| Physical Education | 160 | 55.2% | 1, 2, 3, 5 | 15, 30, 45, 57, 58, 62 | 2 x 30 (58.8%); 5 x 57 (28.1%); 5 x 62 (8.8%) |
| Reading Buddies | 28 | 9.7% | 5 | 15 | 5 x 15 |
| Retail Merchandising | 1 | 0.3% | - | - | - |
| Science | 9 | 3.1% | 1, 2, 3, 5 | 30, 40, 45, 50, 60 | 1 x 45 |
| Sculpture | 1 | 0.3% | - | - | - |
| Social Studies | 1 | 0.3% | - | - | - |
| Speech | 2 | 0.7% | 5 | 30, 57 | 5 x 30; 5 x 57 |
| Stage Design | 1 | 0.3% | - | - | - |
| Tele-teaching | 1 | 0.3% | - | - | - |
| Theater | 36 | 12.4% | 1, 5 | 40, 50, 62 | 1 x 50 |
| Travel Training | 4 | 1.4% | 5 | 58 | 5 x 58 |
| Visual Arts | 88 | 30.3% | 1, 5 | 40, 45, 50, 57, 58, | 1 x 50 |

| | | | | | |
|-----------------|---|------|---|--------|--------|
| | | | | 59, 62 | |
| Wood Industries | 2 | 0.7% | 5 | 59 | 5 x 59 |

Number and Percent of Courses Listed on IEPs

| Course | Students Receiving | |
|-------------------------------|--------------------|-------|
| | # | % |
| Circle Time | 3 | 1.0% |
| Computer Lab | 15 | 5.2% |
| Dance | 74 | 25.5% |
| Elective | 25 | 8.6% |
| English | 2 | 0.7% |
| Gardening/Cooking | 8 | 2.8% |
| Math | 4 | 1.4% |
| Music | 115 | 39.7% |
| Other Subject (Not Specified) | 16 | 5.5% |
| Physical Education | 121 | 41.7% |
| Reading Buddies | 1 | 0.3% |
| Science | 8 | 2.8% |
| Theater | 74 | 25.5% |
| Visual Arts | 118 | 40.7% |

- Compared to course schedules, there was a narrower range of courses specified in students' IEPs.
- However, the most common course offerings were fairly consistent between the students' course schedules and their IEPs: Physical Education, Visual Arts, Music, Dance and Theater were all specified in the IEPs for over a quarter of the sample.

CONCLUSIONS

The integration of students at co-located sites exceeds the 12% target. While four of the five schools exceeded this target, the number of students at Cleveland and Miller comprises almost half of the total population and demonstrate the highest levels of integration. This must be viewed cautiously since the integration activities at these sites are primarily within school. For instance, most of the integration time at Cleveland occurs at this site, with no participation of students from Miller, with the exception of PE. Integration for students at Miller consists primarily of classes that occur within the community and not with general education peers from Cleveland. While this may be appropriate based on student's IEPs, these schools do not meet the criteria of a co-located site at this time.

Disparities between time spent in the general education setting and integration courses offered between Avalon Gardens and the remaining schools show inequities that must be addressed.

Sites should offer comparable programs and opportunities for integration. Schools need to improve the correspondence of the LRE time and integration courses between IEPs and class schedules.

During this school year, class schedules and IEP information will be obtained during the fall and spring semesters.