

Office of the Independent Monitor
 March 9, 2015

Outcome 7.2 Analysis

Outcome 7.2 of the Modified Consent Decree requires that students at co-located sites participate with their non-disabled peers in general education classes an average of 12 percent of the instructional day. The Office of the Independent Monitor (OIM) conducted a study of Outcome 7.2 for the 2013-14 school year, and found that the District had exceeded the outcome's target. The OIM also noted a lack of correspondence in students' integration time between their IEPs and their course schedules¹. This follow-up study will monitor the District's performance on Outcome 7.2. It also will assess whether students' course schedules align with their IEPs for time in the least restrictive environment. This report presents the findings of the integration of students during the 2014-2015 school year fall semester. Monitoring will be repeated for the spring semester and will determine the performance for Outcome 7.2.

Sample Description

There were 264 students in the sample. Eleven students were removed because the percent of time spent in special education was missing from their IEPs. The final sample was comprised of 253 students, and their demographics are displayed in Table 1.

Table 1. Demographics for Outcome 7 Sample (Fall 2014-2015)

	# of Students	% of Sample
School		
Avalon Gardens	49	19.4%
Cleveland SH	52	20.5%
Grand View	56	22.1%
Miller	66	26.1%
Van Ness	30	11.9%
Eligibility		
Autism (AUT)	102	40.3%
Developmentally Delayed (DD)	1	.4%
Deaf (DEA)	1	.4%
Emotional Disturbance (ED)	2	.8%
Hard of Hearing (HOH)	1	.4%
Intellectual Disability/Mental Retardation (ID/MR)	60	23.7%
Multiple Disabilities-Hearing Primary Disability (MDH)	1	.4%
Multiple Disabilities-Orthopedic Primary Disability (MDO)	52	20.5%
Multiple Disabilities-Visual Primary Disability (MDV)	9	3.6%
Orthopedic Impairment (OI)	5	2.0%
Visual Impairment (VI)	19	7.5%
Age		
6-12 years	136	53.8%
13-18 years	117	46.2%
School Level		
Elementary (K-5)	123	48.6%
Middle (6-8)	13	5.1%
High (9-12)	117	46.3%

¹ Office of the Independent Monitor (2014). *Report on the Progress and Effectiveness of the Los Angeles Unified School District's Implementation of the Modified Consent Decree During the 2013-2014 School Year*. Los Angeles.

As shown in Table 1, demographics in the current study are similar to those from the 2013-14 study. More than 80 percent of students have a disability of autism, intellectual disabilities/mental retardation, or multiple disabilities with an orthopedic primary disability. There are also slightly more students in the 6-12 age range than in the 13-18 age range.

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

The percent of time students spend in the least restrictive environment is displayed in Table 2 by co-located site. The average percent of time students spend in general education has increased from 31.2 percent last year to 33.7 percent for the 2014-15 school year. The percent of students exceeding the target of 12 percent of the day in general education has increased from 81.8 percent to 85.0 percent.

Table 2 also reveals several changes among the individual sites. At Cleveland and Miller, both the percent of time in general education and the proportion of students meeting the target for Outcome 7.2 have remained unchanged. The greater changes were in the elementary schools. First Avalon has increased its average percent of time in general education from 13.5 percent to 19.2 percent. But the percent of students in general education at least 12 percent of the time has decreased, from 76.6 percent to 55.1 percent. Conversely, at Van Ness and Grand View, the average percent of time that students are spending in general education has remained relatively unchanged, but the proportion of students in general education 12% or more of their day has increased, from 44.7% to 70.0% at Van Ness and 81.8% to 92.9% at Grand View.

Table 2. Instructional Time Spent in the Least Restrictive Environment Per Students' IEPs, 2013-14 and 2014-15 Year-to-Date

% of Time in GE	Avalon	Cleveland	Grand View	Miller	Van Ness	Overall
2013-14 School Year						
N of students	64	54	47	77	38	280
Average	13.5%	54.3%	29.8%	32.9%	26.6%	31.2%
< 12% target	15 (23.4%)	1 (1.9%)	9 (19.2%)	5 (6.5%)	21 (55.3%)	51 (18.2%)
At or above 12% target	49 (76.6%)	53 (98.1%)	38 (81.8%)	72 (93.5%)	17 (44.7%)	229 (81.8%)
2014-15 School Year (Fall), Year-to-Date						
N of students	49	52	56	66	30	253
Average	19.2%	57.4%	27.0%	34.3%	27.2%	33.7%
< 12% target	22 (44.9%)	0 (0.0%)	4 (7.1%)	3 (4.5%)	9 (30.0%)	38 (15.0%)
At or above 12% target	27 (55.1%)	51 (100.0%)	52 (92.9%)	63 (95.5%)	21 (70.0%)	215 (85.0%)

Comparison of IEPs and Course Schedules in the Percent of Time Spent in General Education

A subsample was selected to compare students' course schedules with their IEPs. The subsample consisted of the 135 students enrolled in three elementary schools—Van Ness, Grand View and Avalon. Students' course schedules were examined, and a comparison of the times spent in general education is displayed in Table 3. A detailed examination of the general education courses taken by students can be found in the appendix.

Table 3. Percent of Time Spent in General Education, Per Students' IEPs and Course Schedules for the Fall Semester of the 2014-15 School Year and 2013-2014 School Year

% of Time in GE	Avalon	Grand View	Van Ness	Overall
Per IEP 2014-2015 (Fall)				
N of students	49	56	30	135
Average	19.2%	27.0%	27.2%	24.2%
< 12% target	22 (44.9%)	4 (7.1%)	9 (30.0%)	35 (25.9%)
At or above 12% target	27 (45.1%)	52 (92.9%)	21 (70.0%)	100 (74.1%)
Per Course Schedule 2014-2015 (Fall)				
N of students	49	56	30	135
Average	9.1%	30.8%	26.1%	21.9%
< 12% target	27 (55.1%)	1 (1.8%)	13 (43.3%)	41 (30.4%)
At or above 12% target	22 (44.9%)	55 (98.2%)	17 (56.7%)	94 (69.6%)
Per Course Schedule 2013-2014				
N of students	64	47	38	149
Average	8.3%	28.0%	28.4%	21.6%
< 12% target	24 (37.5%)	6 (12.8%)	14 (36.8%)	44 (29.5%)
At or above 12% target	40 (62.5%)	41 (87.2%)	24 (63.2%)	105 (70.5%)

The percent of time in general education was lower per students' course schedules than per their IEPs (21.9% vs. 24.2%). This discrepancy was influenced by Avalon, where the IEPs had a higher overall average percentage of time in general education than the course schedule schools (19.2% vs. 9.1%). Conversely, at Grand View, the percent of time in general education was higher per students' course schedules than their IEPs. At Van Ness, there was a relatively close match in the average percent of time spent in general education, although the proportion of students not meeting the target was higher per students' course schedules.

The percentage of students in general education settings for 12 percent or more of the instructional day remained the same from the 2013-2014 school year (70.5% vs 69.6%) based on students' schedules. Avalon noted a 17.6 percent drop in the percentage of students in general education classes for 12 percent of the day from last year. Grand View saw an increase with all but one student (98.2%) participating in the general education program for 12 percent or more.

Summary

Two findings emerged from this study of Outcome 7.2. First, per students' IEPs, the District's co-located sites have made increases of 2-3 percentage points in both the average percent of time that their students spend in general education and the percent of their students meeting the outcome target. The largest increases occurred at three elementary schools: Avalon, Grand View and Van Ness. Second, as in the 2013-14 study, students' course schedules indicate a lower percent of time in general education than their IEPs. The disparity is mostly due to Avalon, where there is a 10-percentage point disparity between the two in terms of the average percent of time that students are spending in general education (19.2% vs. 9.1%).

Appendix: General Education Courses Taken by Students

Courses Taken in the Least Restrictive Environment, Per Course Schedules

Below are the course offerings for the three elementary schools in the sample, per students' course schedules

Course	Elementary School		
	Avalon Gardens	Grand View	Van Ness
Circle Time		X	
Dance	X	X	X
ELA/ELD	X		X
Gardening/Cooking		X	X
General Education (unspecified course)		X	
Integration Station		X	
Library	X		
Mathematics	X		
Music	X	X	X
Orchestra			X
Physical Education (inc. Adaptive PE)	X	X	X
Reading Buddies	X		
Science		X	X
Theater	X	X	
Visual Arts		X	
TOTAL	8	9	7

Frequency and Duration of Course Offerings, Per Course Schedules

Course	Students Receiving		Frequencies Provided (Days/Wk.)	Durations Provided (Mins.)	Most Common Frequency and Duration
	#	%			
Circle Time	8	5.9%	4	30	4 x 30
Dance	81	60.0%	1	40, 50, 60	1 x 50
ELA/ELD	2	1.5%	4, 5	30, 60	NA
Gardening/Cooking	38	28.1%	1	30, 60	1 x 30
General Education	12	8.9%	1, 2, 4	30, 45, 60, 90, 120	1 x 90
Integration Station	5	3.7%	1, 2	30, 60	1 x 60
Library	27	20.0%	1	30, 40	1 x 40
Mathematics	1	0.7%	5	30	5 x 30
Music	104	77.0%	1	10, 30, 40, 50, 60	1 x 50
Orchestra	1	0.7%	1	45	1 x 45
Physical Education (incl. adaptive PE)	126	93.3%	1, 2, 3, 4	30, 40, 45, 50	2 x 30
Science	14	10.4%	1, 2, 3, 4	45, 60, 75	3 x 45
Theater	17	12.6%	1	40, 50	1 x 50
Visual Arts	88	65.2%	1,2	50, 60, 70	1 x 50
TOTAL (w/ 1+ LRE classes)	134	99.3%			

Number and Percent of Courses Specified on Students' IEPs

Course	Students Receiving	
	#	%
Computer Lab	5	2.0%
Dance	51	20.2%
Elective	25	9.9%
English	2	0.8%
Gardening/Cooking	46	18.2%
Library	17	6.7%
Math	4	1.6%
Music	99	39.1%
Other Subject (Not Specified)	8	3.2%
Physical Education	112	44.3%
Reading Buddies	14	5.5%
Science	4	1.6%
Theater	47	18.6%
Visual Arts	112	44.3%
TOTAL (in 1+ LRE classes)	145	57.3%