

Office of the Independent Monitor
October 13, 2015

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 2014-15 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 277 students in the sample. Two of the students were removed from the sample, because data about their percent of time in special education was missing. Below are the demographics for the final sample of 275 students.

School

School	Number of Students	Percent of Sample
Avalon Gardens	53	19.28%
Cleveland	58	21.09%
Grand View	56	20.36%
McBride	6	2.18%
Miller	66	24.00%
Van Ness	36	13.09%
TOTAL	275	100.00%

- Over 40% of the students attending co-located sites were enrolled at Cleveland or Miller Senior High School.

Eligibility

Special Education Eligibility	Number of Students	Percent of Sample
Autism	109	39.63%
Deaf	1	0.36%
Emotional Disturbance	5	1.82%
Hard of Hearing	1	0.36%
Intellectual Disability/Mental Retardation	63	22.91%
Multiple Disabilities-Hearing Primary Disability	1	0.36%
Multiple Disabilities-Orthopedic Primary Disability	54	19.64%
Multiple Disabilities-Visual Primary Disability	13	4.73%
Orthopedic Impairment	7	2.55%
Visual Impairment	21	7.64%
TOTAL	275	100.00%

- 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	1	0.36%
1	20	7.27%
2	24	8.73%
3	24	8.73%
4	33	12.00%
5	30	10.91%
6	15	5.45%
7	4	1.45%
8	0	0.00%
9	15	5.45%
10	19	6.91%
11	23	8.36%
12	66	24.00%
Missing	1	0.36%
TOTAL	275	100.00%

- Less than 10% of the sample was in middle school (grades 6-8) 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	209	76.00%
13-18 years old	66	24.00%
TOTAL	275	100.00%

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=53)	Cleveland (N=58)	Grand View (N=56)	McBride (N=6)	Miller (N=66)	Van Ness (N=36)	Overall (N=275)
Per class schedule							
Percent of time	13.40%	53.71%	33.48%	0.00%	5.60%	24.19%	25.36%
Number of minutes	215.38	1,014.83	533.75	0.00	109.2	386.71	443.32
Per IEP							
Percent of time	12.38%	57.31%	28.63%	4.33%	34.47%	25.19%	31.97%
Number of minutes	196.34	1,115.84	449.96	0.00	648.83	401.67	573.11

- On average, students at these sites are spending 25.36% of their day in the general education setting, per their class schedule.
- Jaime: Per the IEP, the percent of time and number of minutes for McBride contradict one another a bit.
- There were large discrepancies between a student's IEP and his/her course schedule at Miller, where the percent of time in GE as reported on the IEP was consistently 14-20% higher than what was reported on the course schedule.

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=53)*	Cleveland (N=58)	Grand View (N=56)	McBride (N=6)	Miller (N=66)*	Van Ness (N=36)*	Overall (N=275)**
<12%	20 (38.5%)	0 (0.0%)	0 (0.0%)	6 (100.0%)	39 (60.0%)	17 (48.6%)	82 (30.1%)
12%+	32 (61.5%)	58 (100.0%)	56 (100.0%)	0 (0.0%)	26 (40.0%)	18 (51.4%)	190 (69.9%)

*Excludes data for one student, for whom the percent of time in GE could not be determined from the student's course schedule.

**Overall, the percent of time in GE could not be determined for three students.

Students Meeting Outcome 7 Per Their IEPs

% of Time in GE	Avalon (N=53)	Cleveland (N=58)	Grand View (N=56)	McBride (N=6)	Miller (N=66)	Van Ness (N=36)	Overall (N=275)
<12%	21 (39.6%)	3 (5.2%)	1 (1.8%)	5 (83.3%)	1 (1.5%)	11 (30.6%)	42 (15.3%)
12%+	32 (60.4%)	55 (94.8%)	55 (98.2%)	1 (16.7%)	65 (98.5%)	25 (69.4%)	233 (84.7%)

- At Miller 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, IEPs indicated a greater percentage of time in GE than was specified in their course schedules. At all other schools, the percentages of students spending at least 12% of their time in GE were fairly comparable.
- All students at Cleveland and Grand View had course schedules with 12% or more of their time in GE.
- Overall, students' IEPs indicated that more than 80% of them were in GE for 12% or more of their instructional time, but their course schedules were lower, at 69.9%.

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, both the mean and median amount of time are presented in the tables below.

Total Minutes in GE	Avalon (N=53)	Cleveland (N=58)	Grand View (N=56)	McBride (N=6)	Miller (N=66)	Van Ness (N=36)	Overall (N=275)
Minimum	60	270	250	0	0	130	0
Maximum	1,570	1,890	1,600	0	273	1,570	1,890
Mean	215.4	1014.2	533.8	0.0	109.2	386.7	443.3
Median	200	810	320	0	0	210	270

- Per the students' class schedules, the mean number of minutes spent in general education for the sample was 443 minutes or 7.4 hours, or just under 1.5 hours per day. The median amount of time in general education ranged from 0 hours at McBride and Miller to 13.5 hours at Cleveland.

Eligibility

Total Minutes in GE	Autism (N=109)	Multiple Disabilities – Orthopedic (N=53)	Multiple Disabilities-Visual (N=13)	Mental Retardation (N=62)	Visual Impairment (N=21)	Overall for Major Eligibilities (N=258)
Minimum	0	0	130	0	0	0
Maximum	1,890	1,890	270	810	1,890	1,890
Mean	623.9	228.8	156.2	186.6	933.8	484.7
Median	465	200	140	200	922	210

- 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 had the lowest median amount of time in general education, and students with Multiple Disabilities-Visual 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=53)	Cleveland (N=58)	Grand View (N=56)	McBride (N=6)	Miller (N=66)	Van Ness (N=36)	Overall (N=275)
Minimum	20	0	175	0	0	0	0
Maximum	1,400	1,890	1,600	0	1,890	1,570	1,890
Mean	196.3	1,115.8	450.0	0.0	648.8	401.7	573.1
Median	192	1,065	200	0	640	210	640

- Per students' IEPs, the weekly number of minutes in general education averaged approximately 9.5 hours per week, or nearly 2 hours per day.
- Across the six schools, the median amount of time in general education ranged from 0.0 hours per week at Van Ness to 17.7 hours per week at Cleveland.

Total Minutes in SE	Avalon (N=53)	Cleveland (N=58)	Grand View (N=56)	McBride (N=6)	Miller (N=66)	Van Ness (N=36)	Overall (N=275)
Minimum	200	0	0	1,890	0	0	0
Maximum	1,550	1,890	1,425	1,890	1,890	1,600	1,890
Mean	1,393.6	775.0	1,128.5	1,890	1,240.8	1,189.7	1,152.4
Median	1,408	825	1,400	1,890	1,250	1,390	1,260

- Per students' IEPs, the weekly number of minutes in special education averaged approximately 19.2 hours per week, or about 3.8 hours per day.
- The median amount of time in special education ranged from 13.8 hours per week at Cleveland to 31.5 hours per week at McBride.

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=53)	Cleveland (N=58)	Grand View (N=56)	McBride (N=6)	Miller (N=66)	Van Ness (N=36)*	Overall (N=275)
Exact match	2 (3.77%)	13 (22.41%)	5 (8.93%)	5 (83.3%)	1 (1.52%)	18 (50.00%)	44 (16.00%)
Within 5%	45 (84.90%)	27 (46.55%)	32 (57.14%)	5 (83.3%)	1 (1.52%)	32 (88.89%)	142 (51.64%)
Within 10%	49 (92.45%)	28 (48.28%)	46 (82.14%)	5 (83.3%)	1 (1.52%)	34 (94.44%)	163 (59.27%)

*Two students were missing the number of minutes in general education for either their IEP or their course schedule.

- Overall, students' course schedules and IEPs matched exactly for approximately one in six students (16.00%), matched within 5% for one out of every two students (51.64%), and matched within 10% for six out of every ten students (59.27%).
- 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 remaining schools.
- Miller had a very low rate of agreement, with only 1.52% of the IEPs and course schedules matching within 10% of one another.