

Special Education



Agenda



- 1) Current Issues and Challenges about Special Education
- 2) Current Strategies to Address Issues and Challenges
- 3) A Path Forward





Introduction

- LAUSD serves one of the largest populations of students with disabilities in the nation.
- Data suggests that there is an over identification of students receiving special education services in the District.
- The majority of students referred for special education services are in elementary grades, specifically second and third grade.



Introduction

- To improve educational outcomes for students with disabilities, the District must focus on:
 - 1) Decreasing inappropriate identification of students requiring special education services;
 - 2) Eliminating disproportionality of students for special education services based on ethnicity or gender;
 - 3) Developing strategies for exiting students who no longer need the services from special education services.

District Special Education Enrollment by Disability



| Students with Disabilities - Excluding Fiscally Independent Charter Schools | | | | | | | | | | | | | |
|---|-------|-------|------|--------|-----|-------|-------|-------|--------|----|--------|-----|--------|
| | ID | HH | DEAF | SLI | VI | ED | OI | OHI | SLD | DB | AUT | TBI | Total |
| Dec 2009 | 4,425 | 1,070 | 425 | 8,243 | 480 | 2,247 | 2,378 | 6,017 | 43,364 | 11 | 9,028 | 139 | 77,827 |
| Dec 2010 | 4,460 | 1,178 | 412 | 11,488 | 476 | 2,034 | 2,374 | 6,486 | 37,856 | 23 | 10,200 | 132 | 77,119 |
| Dec 2011 | 4,342 | 1,173 | 412 | 11,806 | 514 | 2,009 | 2,304 | 6,777 | 35,917 | 21 | 10,389 | 135 | 75,799 |
| Dec 2012 | 4,274 | 1,180 | 382 | 11,468 | 494 | 1,780 | 2,175 | 7,139 | 34,747 | 19 | 11,544 | 123 | 75,325 |
| Dec 2013 | 4,144 | 1,239 | 355 | 11,171 | 490 | 1,697 | 2,208 | 7,287 | 34,000 | 16 | 11,928 | 118 | 74,653 |
| Dec 2014 | 4,107 | 1,205 | 329 | 10,606 | 471 | 1,562 | 2,185 | 7,562 | 32,623 | 18 | 12,530 | 102 | 73,300 |
| Dec 2015 | 4,156 | 1,207 | 324 | 10,675 | 457 | 1,493 | 2,113 | 7,842 | 31,434 | 13 | 13,149 | 110 | 72,973 |

Intellectual Disability (ID), Hard of Hearing (HH), Deafness (DEAF), Speech or Language Impairment (SLI), Visual Impairment (VI), Emotional Disturbance (ED), Orthopedic Impairment (OI), Other Health Impairment (OHI), Specific Learning Disability (SLD), Deaf and Blind (DB), Autism (AUT), Traumatic Brain Injury (TBI)

Source: CASEMIS

I. Current Issues and Challenges about Special Education



Issues and Challenges – Over Identification, Prevention/Intervention



- 1 out of every 38 general education students was referred for an initial assessment for special education (FY14-15).
- 86% of over 12,000 referred students for an initial assessment for special education services were found eligible for special education.
- Many students are referred and found eligible due to behavior, social, or academic issues that could be addressed through other interventions.
- Special Education services are considered an intervention for students who are struggling in the general education program.

Issues and Challenges – Exiting/Transitioning from Special Education



- Most students identified for special education never exit the program.
- Students in early childhood special education programs tend to exit special education services at a higher rate than preschool students who are in special day programs that serve only students with disabilities.
- Secondary students with an Individualized Education Program (IEP) are much less likely to ever exit special education services.
- In SY 2014-2015,
 - 100-120 students per grade level in middle school exited special education
 - 25 per grade level in high school exited special education across the entire District prior to graduation

Issues and Challenges – Exiting/Transitioning from Special Education



- Students with even mild disabilities are unlikely to transition from special education services.
- This is due to lowered expectations for growth and achievement of students who have an IEP.
- We over estimate students' needs to be individually helped and under estimate students' abilities to compete with their general education peers.

II. Current Efforts



Strategies to Address Issues and Challenges - Over Identification, Prevention/Intervention



- Collaboration with the Division of Instruction to support students in general education:
 - Improve first teaching, implement effective interventions, and perform ongoing monitoring (including EL Master Plan).
 - Early Language and Literacy Plan (ELLP cohort 1 – 90 elementary schools) supports school teams in improving instructional quality in language development and literacy.
- Regular reports created to identify referrals for assessment by ethnicity, language acquisition and other factors to identify schools, local districts or personnel that may have inappropriate referral processes in place.

Strategies to Address Issues and Challenges - Over Identification, Prevention/Intervention (Continued)



- Division of Special Education is creating systems to reduce the inappropriate referrals of students for special education assessment and services.
- In collaboration with Local Districts North West and South, implemented Accelerated Learning Academies (ALA).
- Realigned special education support staff from central office to each LD to support intervention and prevention work regarding behavior, instructional interventions, parent engagement, coordinated early intervening services and serving students in the least restrictive environment.

Strategies to Address Issues and Challenges- Disproportionate Identification and Placement



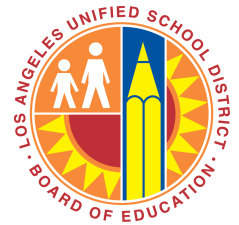
- IEPs of students in segregated settings are being reviewed to determine if placement is the least restrictive environment for the student.
- The IEP has a Least Restrictive Environment form schools must complete before closing an IEP.
- Parent trainings (408 in SY 2015-2016) focus on referral, assessment, and placement procedures.

Strategies to Address Issues and Challenges- Exiting/ Transitioning from Special Education (Continued)



- SY 2014-2015, 94 Preschool Mixed (PSM) and Preschool Intensive (PSI) were converted to 121 Preschool for All Learners (PAL) classes to better prepare preschoolers for integration to general education TK or K programs.
- In 2015-2016, 58 additional PAL programs were opened.
- Many preschoolers are also integrated in Preschool Collaborative Classes (PCC) that allow these students to learn in an inclusive environment rather than in special day classes.
 - Intent is that many of these children will need limited or no special education services when they reach kindergarten age.
- Parent engagement is critical in transitioning students into general education programs.
 - Toolkits for Parent Centers and training for Parent Center directors have been disseminated to elementary schools in SY 2015-2016.

IV. A Path Forward



A Path Forward – Over identification, Prevention/Intervention



- The Division of Special Education, Infant/Preschool programs has collaborated with Head Start programs to create a program for 3 year old students with disabilities to attend Head Start programs .
- 82 PAL classrooms will be funded with existing resources to provide intensive instruction for preschoolers with special needs (increasing number of hours of instruction from 10 hours a week to approximately 22 hours per week).
- Collaborative work with the Division of Instruction resulted in a Tier II Intervention program (ELLP) in 540 schools.
- A Tier III intervention program designed to provide intensive instruction for students that have not demonstrated ELA proficiency from Tier II interventions will be phased in starting 2016-2017.

A Path Forward – Over identification, Prevention/Intervention (cont.)



- The Student Support and Progress Team (SSPT) will be implemented in all District schools starting in 2016-2017.
- Tools and strategies found to be effective at the Accelerated Learning Academy (ALA), the Mobile Learning Academies (MLA - summer programs) and the Intensive Diagnostic Education Centers (IDEC) will be implemented at identified District schools.

A Path Forward – Disproportionate Identification and Placement



- The Division of Special Education, in collaboration with Local District Superintendents will be replicating programs that parents are accessing outside the District.
- In 2016-2017, a draft policy regarding inclusion and integration of students with disabilities with their nondisabled peers will be proposed to the Board of Education for approval.

A Path Forward – Exiting/ Transitioning from Special Education



- Publish a Reference Guide on procedures for appropriate exiting and transitioning (to less restrictive setting) of students with disabilities.
- Expand Exit/Transition Pilot to 18% of all District schools.
- In 2017-2018, materials and training modules will be developed to support schools to implement Learning Centers at elementary schools using existing staff.
- Partner with the Educational Equity Compliance Office to provide appropriate training and materials for elementary schools to encourage schools to implement 504 Plans.
- Parent engagement toolkits and training will be provided for directors of Parent Centers (In 2016-2017, at middle school locations; In 2017-2018, at high school locations).

Q & A