



LOS ANGELES UNIFIED SCHOOL DISTRICT

# **Division of Special Education**

## **INDICATORS 3 and 5**

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# MCD to State Performance Indicators

MCD Outcomes		State Performance Indicators	
1	Participation in Statewide Assessments	1	Graduation
2	Performance in Statewide Assessments	2	Drop-out
3	Graduation Rate	3	Statewide Assessments
4	Completion Rate/Reduce Drop-out	4	Suspension and Expulsion
5	Reduction in Suspensions	5	Least Restrictive Environment
6	Placement in the LRE: SLD/SLI	6	Preschool Least Restrictive Environment
7	Placement - Students w/All Other Disabilities	7	Preschool Assessment
8	Home School	8	Parent Involvement
9	Individual Transition Plan	9	Disproportionality Overall
10	Timely Completion of Initial Evaluations	10	Disproportionality Disability
11	Complaint Response Time	11	Eligibility Evaluation
12	Informal Dispute Resolution	12	Part C to Part B Transition
13	Delivery of Services	13	Secondary Transition Goals & Services
14	Parent Participation	14	Post-School
15	Timely Completion of IEP Translations		
16	Qualified Providers		
17	Behavioral Interventions (BIP)		
18	Disproportionality (AA Students Identified as ED)		

## PIR INDICATOR #3

**Statewide Assessments:** Academic achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP). Data from CAASPP.

No.	Indicator	Rate	Target	Target Met?
3	Assessment: ELA Participation	94.89%	>95.0%	No
3	Assessment: Math Participation Rate	94.49%	>95.0%	No
3	ELA Achievement Rate	9.13%	>14.9%	No
3	Math Achievement Rate	6.76%	>12.6%	No

# INDICATOR #3: PARTICIPATION

## Root Cause Analysis

- Knowledge of expectation for sub-group by staff, parents, and students
- Implementation of appropriate accommodations and universal tools during assessment

## Major Action Items

- Communicate participation expectations and provide updates
- Provide support and training on CAASPP accommodations and universal tools best practices

## INDICATOR #3: ACHIEVEMENT

### Root Cause Analysis

- Need for appropriate balance of instruction between access and intervention
- Need for effective interventions in reading that address the skills and social-emotional impacts

### Major Action Items

- Instructional access strategies: Mastery Grading and Universal Design for Learning
- Meeting the needs of struggling readers and readers with characteristics of dyslexia
- Social-emotional needs of students with disabilities

## INDICATOR #5

No.	Indicator	Rate	Target	Target Met	Monitoring Activities
5a	LRE Regular Class 80% or more	50.3%	$\geq 51.2\%$	No	*PIR
5b	LRE Regular Class 40% or less	17.3%	$\leq 22.6\%$	YES	NA
5c	LRE Separate School	8.3%	$\leq 4.0\%$	NO	*PIR

\*Performance Indicator Review

# INDICATOR #5A: LRE, REGULAR CLASSROOM MORE THAN 80%

## Root Cause Analysis

- Culture and Historical Practice of Placing students in Special Day Classes
- Lack of simple way for schools to track their progress on LRE

## Major Action Items

- Standardized PD on how to include more students with disabilities in general education
- Build dashboard that allows schools to see rate of inclusion in their school and the rate in their District as a whole
- Increased collaboration, training between Division of Special Education and Division of Instruction staff to increase awareness and supports in general education classrooms

## INDICATOR #5: LRE, SEPARATE SCHOOL

### Root Cause Analysis

- Adult Transition Programs for students 18-22 on the Alternate Curriculum are considered separate schools
- Culture and Historical Practice of Serving Students in Special Education Centers
- Non-public School (NPS) and NPS/Residential Treatment Center (NPS/RTC) placements lacked a plan for reintegration of students back to general education setting

### Major Action Items

- Exploration of school coding that more accurately reflects the Career and Transition Centers
- NPS/RTC onsite visits are held twice a year to review programs

## ENGAGEMENT: TABLE TALK

1. What do Indicators 3 and 5 measure?
2. Why are they important?
3. In what ways can our parent stakeholder group improve our current performance?
4. What clarifying questions might you have?

