

**Attachment 1: Proposed Performance Outcomes and Action Steps**

**Outcomes & Action Steps: Special Education Workgroup 1-Improving Student Achievement**

**Outcomes 1 & 2: Increase the Performance on the Statewide Assessment Program for Students with Disabilities and Decrease the Achievement Gap Between Students with Disabilities and Non-Disabled Students**

**Proposed Outcomes:**

1a: The outcome for improving student performance for students with disabilities performing at the Proficient or Advanced levels in English Language Arts by June 30, 2011, is 25.4% (from a baseline of 13.4%) and 26.6% in Mathematics (from a baseline of 14.6%). This implies a 4% annual increase.

1b: The outcome for improving the performance of students with disabilities performing at the Basic level in English Language Arts by June 30, 2011, is 29.5% (from a baseline of 14.5%) and 33.3% in Mathematics is (from a baseline of 18.3%). This implies a 5% annual increase and would ensure that we also focus on moving students from the below and far below basic levels to the basic level.

2: Decrease the achievement gap between disabled and non-disabled students (superintendent's Smart Goal).

<b>Workgroup 1: Action Steps</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>How to Monitor Effectiveness</b>
<p>1. The Special Education Division and Curriculum and Instruction Department will offer ongoing, relevant, and focused professional development for all stakeholders in the areas of:</p> <ul style="list-style-type: none"> <li>• Appropriate instructional and curricular accommodations.</li> <li>• Co-planning and co-teaching models that lead to improved student achievement.</li> <li>• Effective instructional interventions and remediation strategies for students with disabilities in reading and mathematics.</li> <li>• Sitewide Universal Design for Learning (UDL) and technology training, using a consistent systemwide definition of UDL.</li> <li>• Differentiated instruction for diverse learners.</li> <li>• Data Director to identify and prompt needs more precisely as well as to prepare quarterly progress reports using multiple measures of student performance.</li> </ul>	July 2009-2011	Special Education and Curriculum and Instruction	Funding for professional development	Impact on outcomes; teacher/administrator surveys
<p>2. The Special Education Division will select and/or create exemplary district programs/schools to serve as a service delivery model for other sites (videos of the exemplary programs will be made available).</p>	July 2009	Special Education leadership; site administrators; teachers	Time/funding for videotaping and teacher/administrator release time	Report identifying the sites, classrooms and programs and assessing the effectiveness

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3. The Special Education Division and Curriculum and Instruction Department will continue to investigate and determine which research and evidence-based practices are most effective with students with disabilities and can be disseminated districtwide. Special Education will focus on the interactions of instruction, the educational impact of disability and curriculum.	July 2009-11	Special Education, Curriculum and Instruction, school site staff	None	Report on findings; implementation of evidence based practices
4. One or more video and resource libraries of exemplary special education practices, programs, services, and instruction will be compiled by the Special Education Division. This material will be available for site-based professional and personal development and will be accessible to parents.	September 2009	Special Education	Cost of materials	Usage by staff and follow-up analysis on impact of practice
5. The Special Education Division will determine whether an alignment of the district's Educational Technology Department and Assistive Technology Department could maximize technological support to students with disabilities and increase access to the curriculum.	July 2009	Special Education and Education Technology leadership	None	Assessment of impact of reorganization on systemwide access to effective assistive technology
6. Secondary school sites will explore alternate schedules for teachers who work with students with disabilities (e.g., two preps; common preps) to allow for collaborative planning and co-teaching.	September 2009	Site administrators	Potential additional school-level funding	Review master schedules; teacher surveys
7. District and site personnel will create and implement a system that allows teachers and special education support personnel to consistently communicate with and inform parents of student achievement and student progress (classroom assignments, quizzes, tests, homework, etc.) every two weeks for example.	September 2009	District/site personnel; Ed/Info. Technology; District Relations	Release time for school staff	Establishment and assessment of process

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8. The Special Education Division will conduct regular quarterly parent forums to provide parents with opportunities to learn instructional strategies for core content areas that can be implemented to extend student learning at home.	July 2009	Special Education staff; parent support liaisons; District Relations	Funding for training	Parent attendance; parent surveys and questionnaires
9. The Special Education Division and other pertinent district departments will develop and implement a system using student achievement data to monitor the effectiveness of proposed professional development and other activities listed above.	Monitoring done at end of 2009-11 school years	Special Education, CSIOs, SIOs, Curriculum & Instruction	None	Surveys, questionnaires

**Outcomes & Action Steps: Special Education Workgroup 2-Unified System/Fall 2008**

**Outcome 3: Increase Placement of Students with Disabilities in the Least Restrictive Environment**

**Outcome 4: Increase the Number of Students Served in Home Schools and in Parental Choice Options**

**Proposed Outcomes:**

3a: By June 30, 2011, decrease the placement of students with high incidence disabilities (specific learning disability, speech and language impairment, other health impairment) who are in special education for 60 to 100% of their school day to 15%. Our current rate is 21.6%.

3b: By June 30, 2011, decrease the placement of students with all other disabilities who are in special education setting for 60-100% of their school day to 45%. Our current rate is 65.4%.

4a: By June 30, 2011, increase the percentage of students with high incidence disabilities attending their elementary school of residence/school of choice from 86% to 95%.

4b: By June 30, 2011, increase the percentage of students with all other disabilities not attending their elementary school of residence/school of choice from 46.6% to 75%.

4c: By June 30, 2011, increase the percentage of students with all other disabilities attending their secondary school of residence/school of choice from a baseline 72.7% (middle) and 69.8% (high) to 85%.

4d: By June 30, 2011, approximate the district's average enrollment of 12% students with disabilities in charter schools.

<b>Workgroup 2: Action Steps</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>How to Monitor Effectiveness</b>
<p>1. Provide high-quality professional development for district staff and parents on topics such as:</p> <ul style="list-style-type: none"> <li>• Shifting belief systems (all children count, least restrictive environment).</li> <li>• Instructional strategies.</li> <li>• Universal Design for Learning</li> <li>• Differentiated instruction.</li> <li>• Creating access to general education curriculum.</li> <li>• Effective Reading Instruction.</li> <li>• Impact of disability on learning and behavior and effective strategies for addressing those impacts.</li> <li>• Collaboration and co-teaching that lead to improved student achievement.</li> <li>• Planning for individual student needs (specialized academic instruction, grading, course of study).</li> <li>• Conducting effective IEP meetings.</li> <li>• Positive behavior supports.</li> </ul> <p>This professional development would be provided in a variety of formats including large group, site-based, video, web-based, and job-embedded.</p>	February 2009	Special Education Division working with Curriculum & Instruction, CSIOs and SIOs	Funding for substitutes and trainers	Evidence of use at sites and in classrooms; changes in LRE and achievement data
<p>2. Identify exemplary programs, classrooms and schools who demonstrate effective practices for including students with disabilities in general education classrooms.</p>	July 2009	Special Education leadership, CSIOs, SIOs	No cost	Report identifying sites, classrooms; assessing effectiveness

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<p>3. Prepare schools to educate all students:</p> <ul style="list-style-type: none"> <li>• Establish a consistent process to ensure that principals and staff have appropriate information regarding students with disabilities who are “future enrolled” in their schools.</li> <li>• Ensure that physical plants are fully accessible.</li> <li>• Provide relevant training for teachers and paraprofessionals and other school staff including clerical staff.</li> <li>• Develop districtwide processes for transitioning students with disabilities from elementary to middle school to high school.</li> <li>• Provide information to parents on options in their residence/school of choice.</li> </ul>	<p>February 2009</p> <p>July 2009 July 2009</p> <p>February 2009</p> <p>February 2009</p>	<p>Special Education staff; CSIOs, SIOs, principals, teachers, paraprofessionals, Facilities Department</p>	<p>Funding for physical improvements and equipment; funding for training</p>	<p>Impact on outcome data</p>
<p>4. Develop cadre of resource staff to work with schools to achieve performance outcomes.</p> <ul style="list-style-type: none"> <li>• Each resource staff is trained in LRE best practices and student achievement best practices and has a broad range of skills.</li> <li>• Resource staff is available to principals and staff for questions about including students, specialized equipment, effective instructional strategies, transportation, placement, etc.</li> </ul>	<p>July 2009</p>	<p>Special Education leadership; general education leadership</p>	<p>Funding for training</p>	<p>Principal surveys; observations to assess impact on classroom practices and student outcomes</p>
<p>5. Ensure site specific accountability:</p> <ul style="list-style-type: none"> <li>• Public endorsement of actions by superintendent and district leadership.</li> <li>• Establish data system to monitor site progress on outcomes. Data will be reviewed regularly by principals, CSIOs and SIOs.</li> </ul>	<p>February 2009</p> <p>March 2009</p>	<p>Special Education leadership, district leadership</p>	<p>None</p>	<p>Impact on outcome data</p>

**Outcomes & Action Steps: Special Education Workgroup 3-Response to Intervention/Student Study Team Process**

**Outcome 5: Reduce the Over-Representation of Minorities in Special Education**

**Outcome 7: Reduce Suspension Rates for Students with Disabilities**

**Proposed Outcomes:**

5: We will conduct a complete review of the cumulative files of African-American students identified as emotionally disturbed and a sample of the folders of English language learners identified as having a learning disability or a speech and language impairment to determine whether they were provided with a comprehensive evaluation and consideration for placement in the least restrictive environment. Based on this review, we will determine whether to develop fixed targets for reductions in the risk index and relative risk ratio.

7a: Reduce the rate of suspension of students with disabilities from 26.6% to a rate lower than 13% by 2011. Currently, students with disabilities are suspended at a rate over twice their percentage of the student population (12.3%). This outcome would reduce the rate to a percentage similar to their percentage of the student population.

7b: Reduce the rate of long-term suspensions defined as six or more cumulative days from 26.1% to 13.0% by 2011. Currently, 26% of students with disabilities who are suspended are suspended for six or more days. This would mean reducing that percentage down to 13%.

<b>Workgroup 3: Action Steps</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>How to Monitor Effectiveness</b>
1. Conduct a review of the full cumulative files and IEPs of African-American students	July 2009	Executive Director, Special Education, Chief	Funds for external audit of	Completion of audit in spring

identified as ED or OHI and a sample of ELL students identified as SLD or SLI.		Student Services Officer	student files	2009
2. Identify school sites and classrooms that can serve as demonstration sites for effective practices for addressing the educational and behavioral needs of at-risk students and preventing inappropriate referrals.	July 2009	General and special education leadership including Office of Language Acquisition	None	Completion of site identification at elementary, middle and high school level in each region of the district
3. Develop a districtwide tier of interventions model (I-III) for at risk students including a standard pre-SST process.	July 2009	General and special education leadership	Funding to refine tier of interventions and for staff development districtwide	Rates of special education referral, file reviews, teacher surveys
4. Revise existing SST process so that it aligns with tiers of behavioral and academic interventions and proposed pre-SST process.	July 2009	General and special education leadership including OLA, RED and Counseling and Guidance, review committee composed of teachers/counselors/related service providers, etc.	Funding for release time for review committee	Rates of special education referral

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5. Provide and disseminate a consistent district-wide set of academic pre-screening instruments for Tier I, including instruments that are appropriate for ELLs. Provide ongoing	September 2009	General and special education leadership including OLA and RED, review committee	Funding for staff development on effective use of	Rates of special education referral, file reviews, teacher and staff

professional development on their usage.			existing pre-screening instruments and data analysis	surveys on ease of use of effectiveness
6. Provide general and special education teachers with a consistent set of reading diagnostics at Tiers I and II to identify specific areas for reading intervention and disseminate through ongoing professional development.	September 2009	Special Education and general education leadership including OLA and RED, review committee	Funding for reading diagnostics and staff development	Rates of special education referral, file reviews, teacher and staff surveys on ease of use of effectiveness
7. Identify a suite of Tier I-III behavioral and academic interventions that can be used by general and special education teachers district-wide to provide supplementary intervention for at-risk students.	September 2010	General and special education leadership including OLA and RED, Review Committee	Funding for Tier III interventions	Research on effectiveness including the fidelity of implementation of the Tier III interventions