

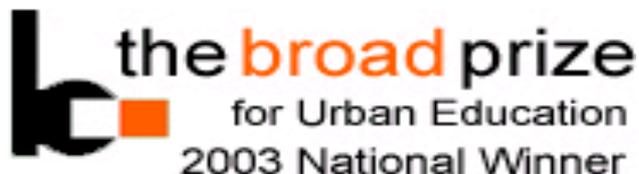


Archived Information

Successful Practices in School Districts for Students with Disabilities

Long Beach Unified School District, CA

Erin Reid



LBUSD Demographics



- **7.7% or 7,711 SWD**
- **48% or 3,681 LD**
- **36% LEP/Special Education**
- **70% of total population receive Resource Services**
- **38% of teachers do not hold teaching credentials**
- **60% of Central Office is general education administration and teachers via reorganization efforts**
- **District Pop. = 97, 500**
- **45% Hispanic**
- **20% African American**
- **18% Caucasian**
- **14% Asian/Pacific Islander**
- **28.6% Below poverty**
- **37.4% LEP**
- **50% LEP/FEP**
- **68% Free & Reduced Lunch**



CHANGE PRINCIPLES CHOICE

- **Office of Special Education Goals**
 - Effective Standards-Based Instruction in All Classrooms
 - Legally Defensible Programs
 - Customer Service

Mission Statement



The mission of the Long Beach Unified School District is to insure the educational success of all students by having high expectations, a commitment to excellence, and a comprehensive program, confirming the belief that all students can learn and become responsible, productive members of a competitive society.

The Office of Special Education promotes the mission of the Long Beach Unified School District for students at risk, including those with disabilities.

Our Principles



- **We are child-centered**
- **All kids can learn and will learn**
- **We are committed to a trans-disciplinary approach to intervention**
- **We will make a difference**
- **We choose to be resilient**
- **We value all children**
- **We value and respect each other**
- **We are life-long learners who apply what we learn**
- **We are reliable, knowledgeable, and accessible**

Rubber Hits the Road



- **Focus on effective standards-based instruction**
 - Effective Instruction Checklists
 - Course outlines for secondary SDCs
 - RSP revamp
- **Cruising all classrooms – Walkthroughs**
- **General education targets – “unpacking standards”**
- **Teacher support forums (bring a pal)**
- **Staff development opportunities**
- **Professional development opportunities
(6 year catch up plan)**

Rubber Hits the Road



- Literacy training & coaching by gen. ed. folks
- Retooling student success teams
- Individual learning plans for “at-risk”
- District-wide norms for CBM- Rdg/Math
- Disaggregating assessment data for all students
- Principal monthly status sheets/ principal advisory
- Instruction over compliance
- Legally defensible programs = Compliance

RELATIONSHIPS, INSTRUCTION, RELATIONSHIPS



Effective Standards-Based Instruction in All Classrooms

Where we were...2000

- ❖ **“Hit and Miss” training opportunities**
- ❖ **Resource Programs: “co-teaching” or pullout**
- ❖ **SDC Class – 1 teacher, 5 courses, 4 grade levels**
- ❖ **“Hit and Miss” assessment**
- ❖ **“Pulling from here and there”**

High School Reform



Reading/Math Interventions

Access to General Ed. Curriculum

Course Outlines

Assessments

Professional Development

Site Responsibilities

Power Standards

Unpacking Standards

Unpacking Standards: LBUSD Style



Content Standard: Compare the original text to a summary to determine whether the summary accurately captures the main idea(s), critical details, and conveys the underlying meaning.

Bloom's Level for Standard: Analysis & Evaluation

Teaching Points: Concepts to be taught

Vocabulary to be taught

Critical Attributes of Assessment:

Sample Open-ended/Construct Response:

Sample Multiple Choice Stems:

Unpacking Standards



Focus Question: How can administrators provide leadership in helping students meet the standards?

- **Which standard(s) are you working on? How did you come to choose that standard?**
- **What is your objective? How did you come to choose that objective?**
- **What came before this objective? What will come next?**
- **How did you come to choose this order of presenting the info to be learned?**
- **How will you assess this standard? How do you know students ‘got it?’**



Reading Interventions

- Lindamood-Bell
- LANGUAGE!

Math Interventions

- Double Block

Access To General Education Curriculum

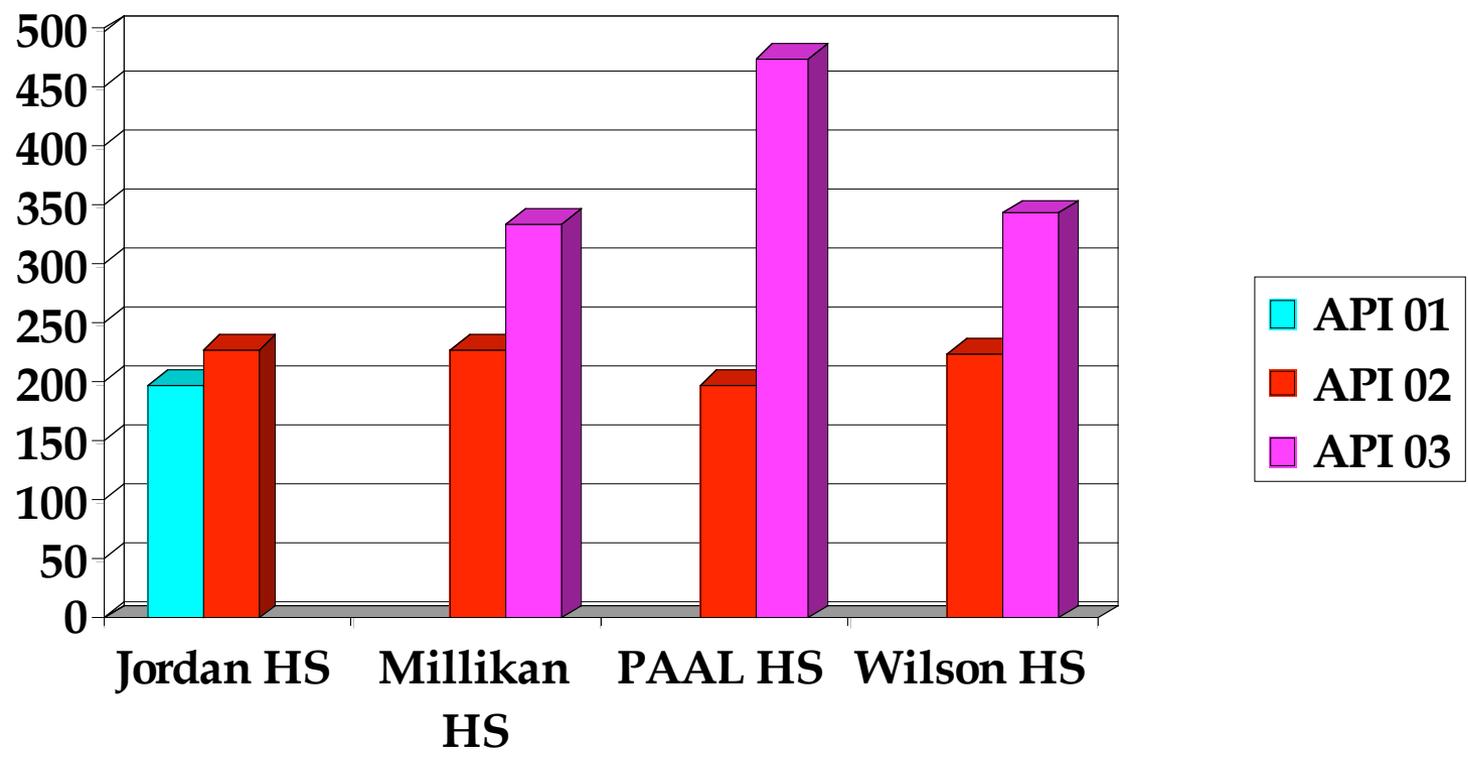
- Strategies For Success
- Course Outlines

**How do we know
how we are
doing?**

API Reading Gains LANGUAGE! | SDC



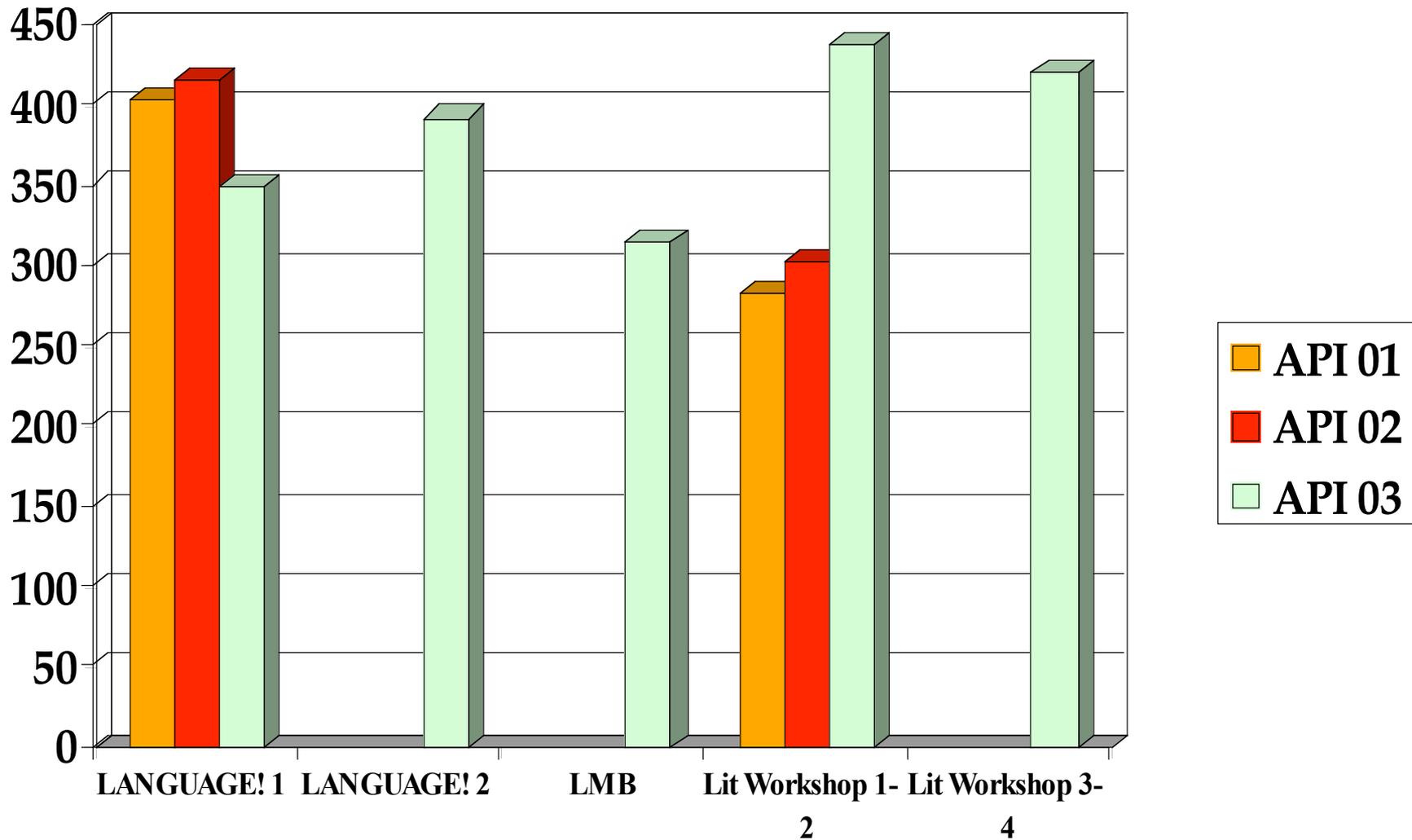
9th–12th Graders Reading at: Pre-Primer, 2.5 Grade Level



API Reading Gains

Reading Intervention Programs

9th-12th Graders: Special Education Students Only



Strategies For Success (SFS)



Instruction from a “Highly-Qualified” teacher

CA High School Exit Exam

Overwhelmingly low pass/success rate

Supplemental Instruction vs. Supplanting

Study Skills Instruction

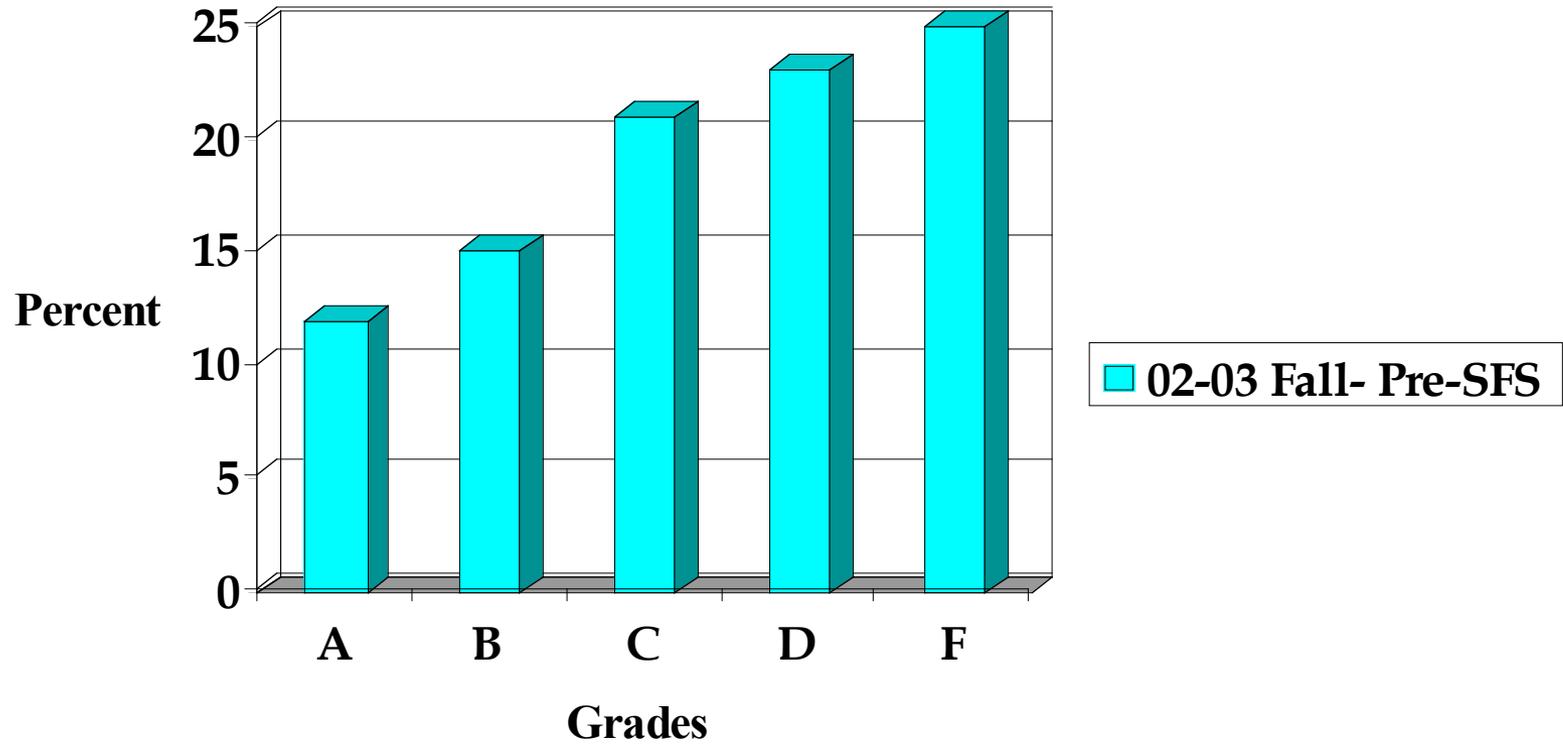
- **Direct Instruction**
- **Curriculum Continuum for grades 6–12**
- **Pacing**

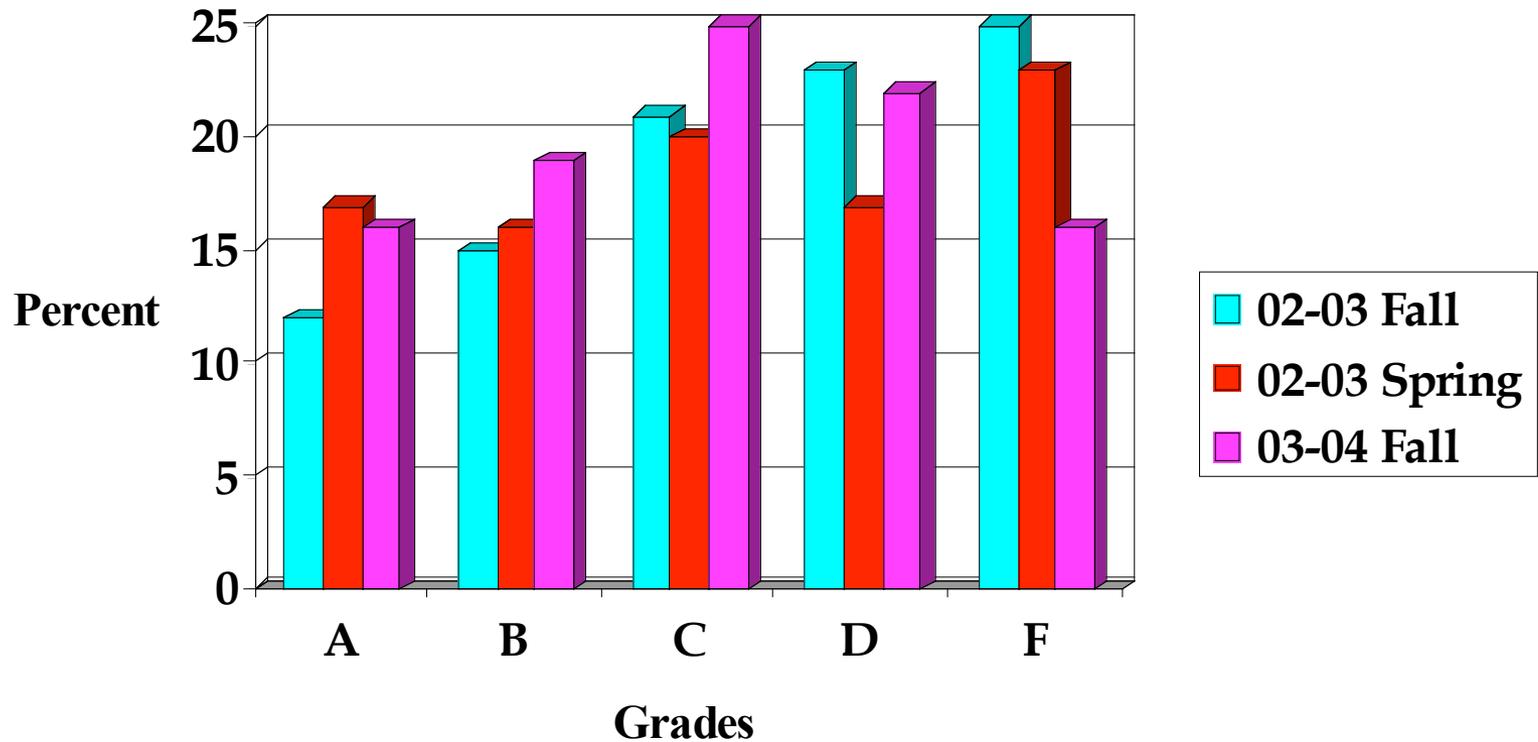
Core Content Support

Cabrillo H.S.

Semester Grades for H.S. RSP Students

Pre-SFS

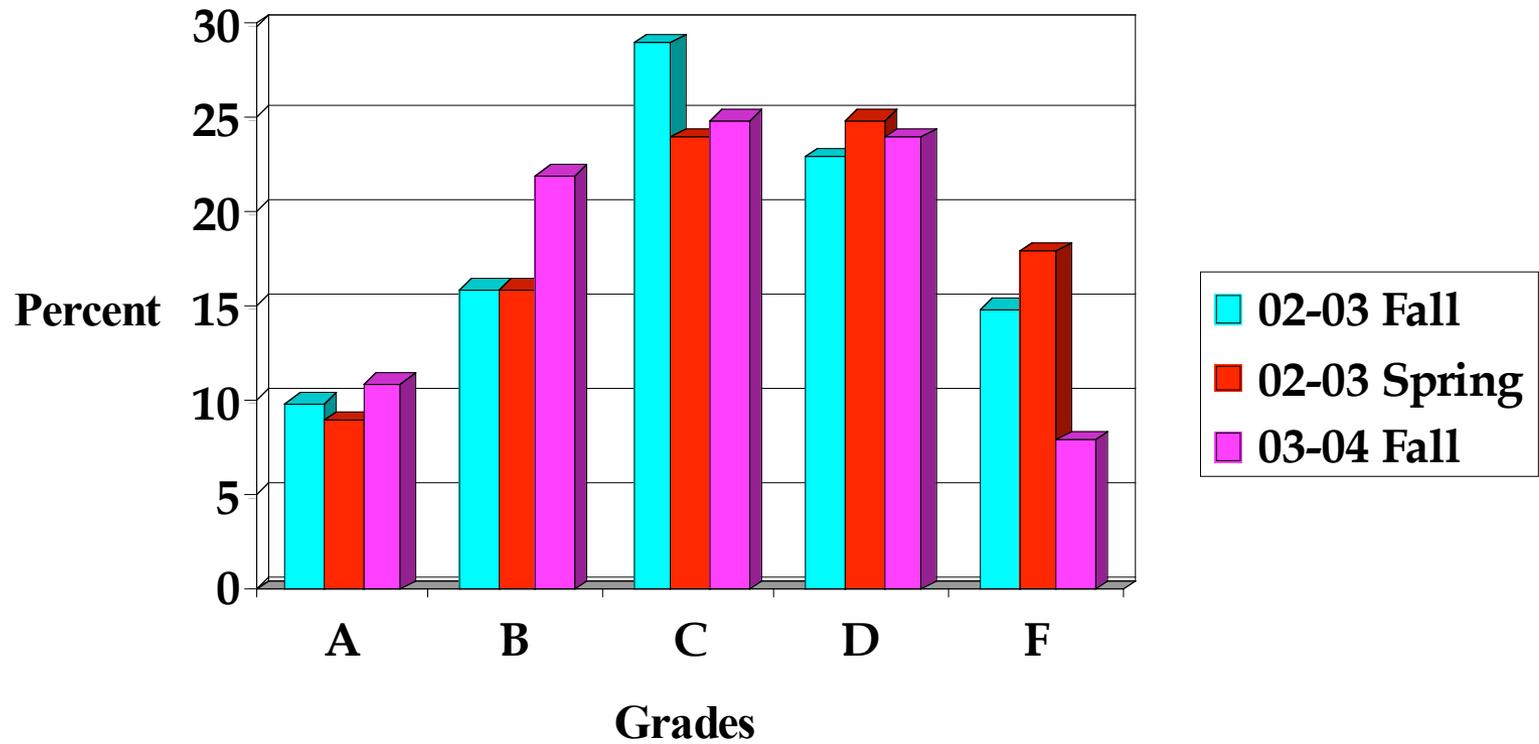




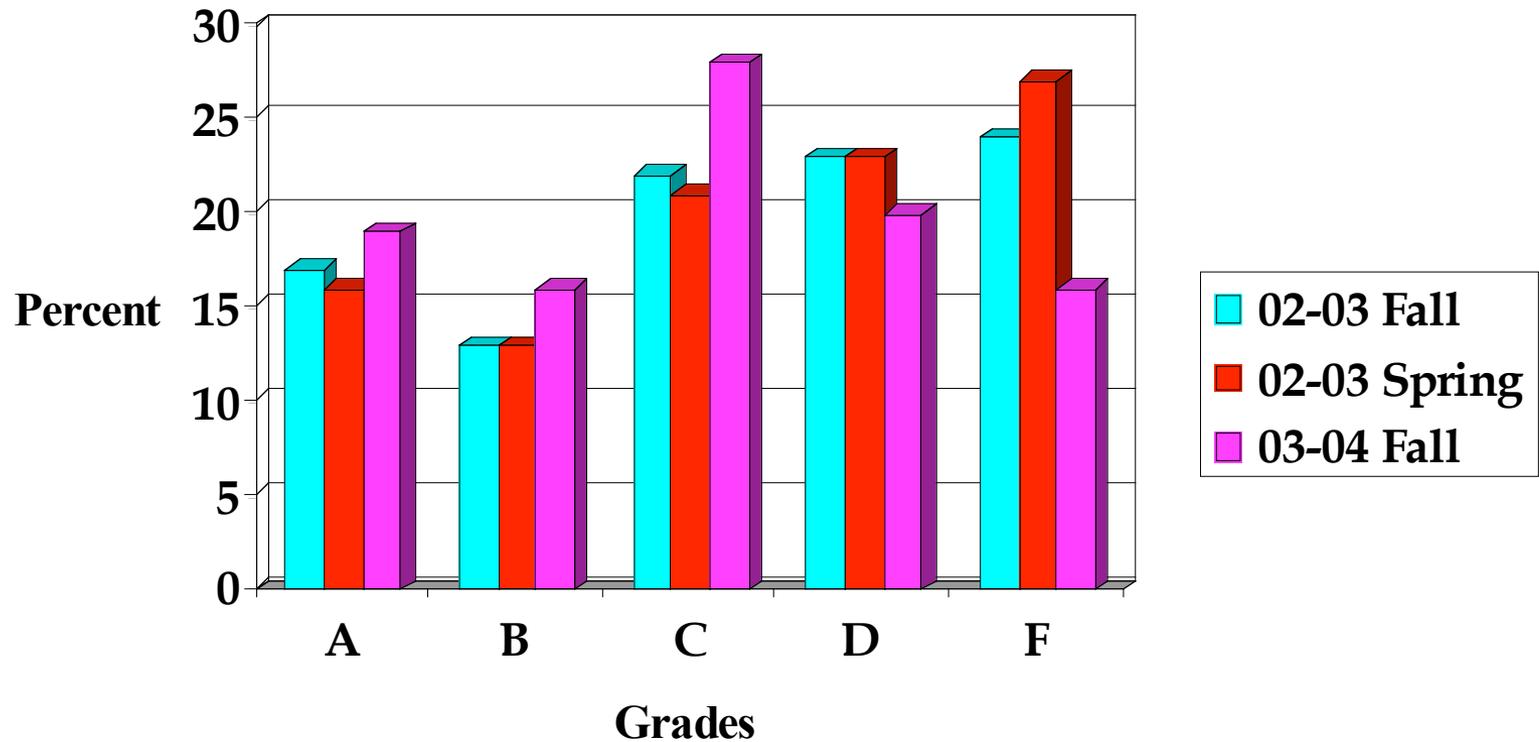
Jordan 9th Grade Academy

Semester Grades

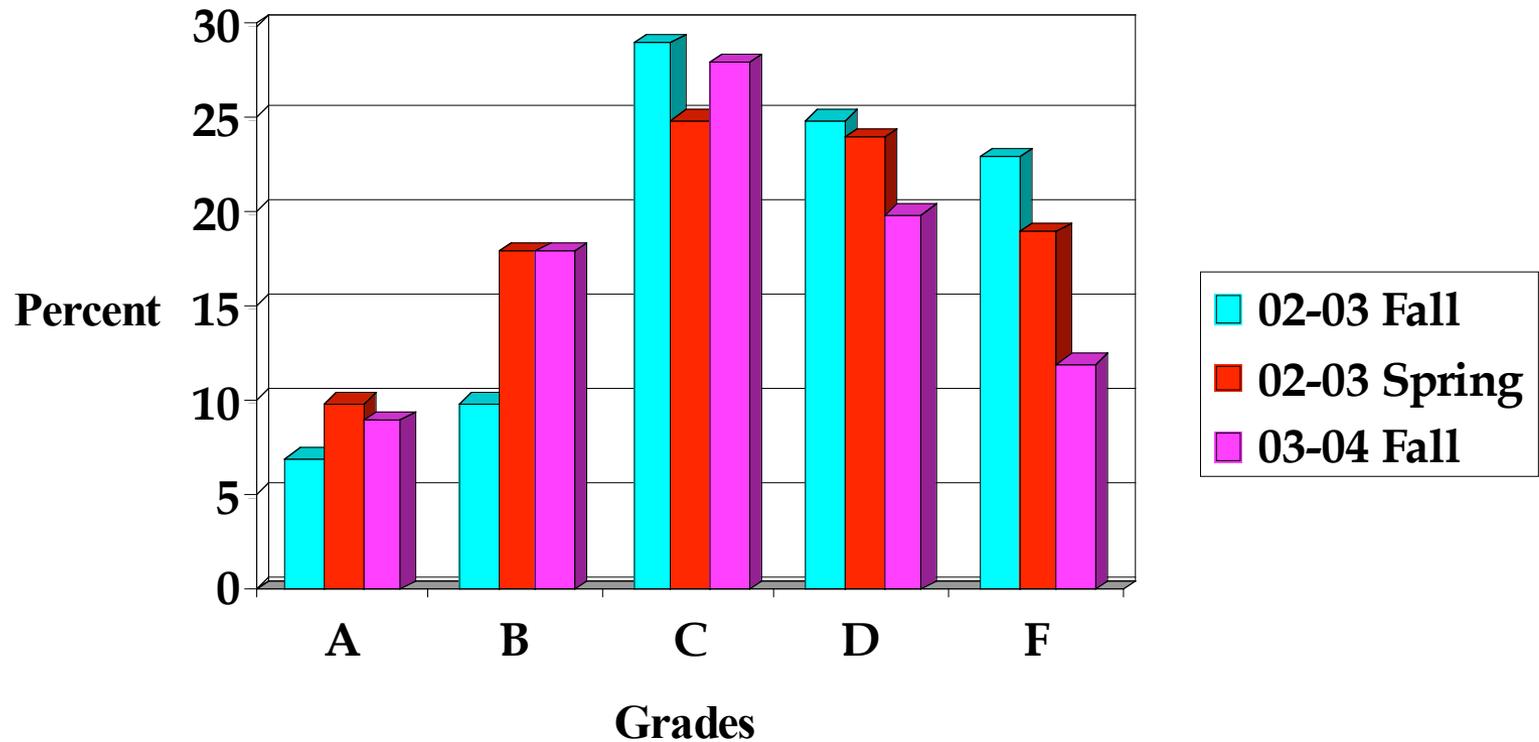
for H.S. RSP Students



Poly H.S. Semester Grades for H.S. RSP Students



Reid H.S. Semester Grades for H.S. RSP Students



The Tough Work...



- ❖ **RSP teachers embracing change**
- ❖ **Site administrator support**
- ❖ **General education teachers accepting responsibility for RSP student learning**
- ❖ **Communication with general education**

...and the Road to Success



- ❖ **RSP teachers develop the course**
- ❖ **Support workshops**
- ❖ **Data collection**
- ❖ **Semester grades**
- ❖ **Action plans**
- ❖ **Walkthroughs**
- ❖ **Newsletters: Tips, Reminders, and Kudos**



Communication with the Site Administrators Surveys: Teacher, Parent, Student

- **If the shoe doesn't fit, must we change the foot?
- Gloria Steinem**
- **Change does not necessarily assure progress, but progress implacably requires change. Education is essential to change, for education creates both new wants and the ability to satisfy them.
- Henry Steele Commager**

Special Education Stoplight Data



Performance Measure	Target	Level		Trend
		01-02	02-03	
Improve Instruction		01-02	02-03	
% students participating in state assessment	90%	82%	95%	
% eligible students taking STAR w/ accommodations	60%	70%	29%	
% eligible students taking STAR w/no accommodations	40%	30%	66%	
% students participating in alternate assessment	< 10%	7%	5%	
% credentialled new hires	90%	NA	55%	

Special Education Stoplight Data



Performance Measure	Target	Level		Trend
		01-02	02-03	
Improve Instruction				
% special education students graduating w/ HS Diploma	80%	73%		
% teachers attending staff development training	75%	48%	55%	
% teachers scoring high satisfaction w/ staff development	80%	77%	85%	
% special education teacher turnover	< 10%	6%	2%	
% special education new hires interviewed by special education	90%	73%	100%	



If you don't like the way the world is, you change it. You have an obligation to change it. You just do it one step at a time.

- Marian Wright Edelman