

PERFORMANCE PROFILE

School System: Acadia Parish
Total Public Population: 9,442

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	14.01%		
Gifted/Talented Students ^a	3.28%	0.87%		
Regular Education Students ^a	83.76%	85.12%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	17.84%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	11.35%		
Dropped Out	28.97%	9.19%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	5.50%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	15.75%		
Participated in On-Level Assessment (grades 3-11)	82.72%	78.38%	99.74%	99.76%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.24%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	98.86%
Proficient LEAP 4 th grade ELA	37.01%	29.47%	75.03%	70.50%
Proficient LEAP 4 th grade Math	38.55%	40.63%	68.77%	63.92%
Proficient LEAP 8 th grade ELA	16.96%	28.57%	63.69%	74.07%
Proficient LEAP 8 th grade Math	21.90%	34.78%	60.10%	74.44%
Proficient GEE ELA	12.76%	12.96%	59.67%	65.14%
Proficient GEE Math	21.65%	18.52%	66.48%	69.35%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	97.73%	98.68%	99.91%	100.00%	99.77%	97.73%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	99.84%	99.87%	100.00%		99.93%	99.84%
5 th grade	99.61%	98.98%		99.90%	100.00%	99.62%	98.98%		99.91%	100.00%
6 th grade	99.09%	99.09%		99.74%	100.00%	99.19%	99.09%		99.76%	100.00%
7 th grade	98.59%	99.00%		99.61%	100.00%	98.69%	99.00%		99.65%	100.00%
8 th grade	99.15%	97.98%		99.68%	100.00%	99.20%	98.00%		99.70%	100.00%
10 th grade	98.47%	97.80%		98.93%	98.49%	98.53%	97.80%		99.01%	98.87%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	51.14%	41.80%	68.36%	67.39%	39.13%	54.55%	47.40%	68.60%	68.78%
4 th grade	34.43%	39.50%		67.09%	63.64%	33.84%	31.09%		73.54%	69.64%
5 th grade	31.65%	32.65%		62.50%	64.43%	26.70%	25.51%		63.98%	62.13%
6 th grade	29.93%	34.55%		66.30%	69.48%	28.07%	26.36%		66.12%	69.32%
7 th grade	26.73%	30.00%		62.09%	67.93%	23.34%	23.00%		63.97%	66.85%
8 th grade	21.74%	30.30%		58.44%	73.42%	19.66%	27.00%		62.01%	73.06%
10 th grade	31.31%	18.68%		65.74%	68.30%	27.85%	17.58%		59.05%	64.41%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	9.61%		10.43%	8.02%
Suspensions Out-of-School	14.75%	21.81%		10.15%	14.92%
Expulsions In-School	0.39%	0.06%		0.37%	0.01%
Expulsions Out-of-School	0.08%	0.39%		0.46%	1.10%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	10	0.74%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	69.46%	57.76%
Inside Regular Class 40-79% of day	22.58%	10.91%	
Inside Regular Class less than 40% of day	16.11%	18.40%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.22%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.22%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	45.90%	
In the Regular Early Childhood Program 40-79% of time	15.93%	38.52%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	12.30%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	3.28%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	80.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	4.79%	
Students Ages 3-21 Received ESYP Services	86.96%	76.81%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	63.01%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Allen Parish
Total Public Population: 4,280

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	12.10%		
Gifted/Talented Students ^a	3.28%	1.36%		
Regular Education Students ^a	83.76%	86.54%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	5.77%	18.00%	
GED/Skills Options	10.76%	11.54%		
Certificate of Achievement	5.80%	7.69%		
Dropped Out	28.97%	7.69%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.57%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	10.73%		
Participated in On-Level Assessment (grades 3-11)	82.72%	82.70%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	45.00%	75.03%	84.46%
Proficient LEAP 4 th grade Math	38.55%	40.00%	68.77%	74.90%
Proficient LEAP 8 th grade ELA	16.96%	11.11%	63.69%	70.59%
Proficient LEAP 8 th grade Math	21.90%	33.33%	60.10%	64.10%
Proficient GEE ELA	12.76%	0.00%	59.67%	60.34%
Proficient GEE Math	21.65%	37.50%	66.48%	65.82%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	99.58%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	50.98%	41.80%	68.36%	73.90%	39.13%	49.02%	47.40%	68.60%	72.29%
4 th grade	34.43%	36.17%		67.09%	74.80%	33.84%	40.43%		73.54%	84.25%
5 th grade	31.65%	29.41%		62.50%	66.78%	26.70%	25.49%		63.98%	67.79%
6 th grade	29.93%	48.89%		66.30%	70.07%	28.07%	46.67%		66.12%	79.61%
7 th grade	26.73%	20.00%		62.09%	67.48%	23.34%	13.33%		63.97%	75.87%
8 th grade	21.74%	36.36%		58.44%	63.93%	19.66%	22.73%		62.01%	70.00%
10 th grade	31.31%	53.85%		65.74%	65.55%	27.85%	23.08%		59.05%	60.34%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	6.51%		10.43%	4.83%
Suspensions Out-of-School	14.75%	17.59%		10.15%	10.63%
Expulsions In-School	0.39%	0.33%		0.37%	0.28%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.28%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	12	2.29%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	65.96%	57.76%
Inside Regular Class 40-79% of day	22.58%	27.66%	
Inside Regular Class less than 40% of day	16.11%	6.17%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.21%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.21%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	81.82%	
In the Regular Early Childhood Program 40-79% of time	15.93%	3.64%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	12.73%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	1.82%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		no	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		*	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	7.90%	
Students Ages 3-21 Received ESYP Services	86.96%	70.73%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	77.78%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Ascension Parish
Total Public Population: 18,466

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	13.53%		
Gifted/Talented Students ^a	3.28%	1.65%		
Regular Education Students ^a	83.76%	84.82%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	15.54%		18.00%
GED/Skills Options	10.76%	13.99%		
Certificate of Achievement	5.80%	4.66%		
Dropped Out	28.97%	25.91%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	8.04%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.38%		
Participated in On-Level Assessment (grades 3-11)	82.72%	91.35%	99.74%	99.78%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	99.84%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	99.84%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.83%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.74%
Proficient LEAP 4 th grade ELA	37.01%	39.76%	75.03%	78.71%
Proficient LEAP 4 th grade Math	38.55%	32.93%	68.77%	75.06%
Proficient LEAP 8 th grade ELA	16.96%	18.67%	63.69%	72.19%
Proficient LEAP 8 th grade Math	21.90%	37.33%	60.10%	73.65%
Proficient GEE ELA	12.76%	11.84%	59.67%	69.04%
Proficient GEE Math	21.65%	27.63%	66.48%	79.22%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.91%	99.77%	100.00%	98.71%	99.92%	99.82%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	99.84%	98.69%	100.00%		99.65%	99.84%
8 th grade	99.15%	100.00%		99.68%	99.76%	99.20%	100.00%		99.70%	99.76%
10 th grade	98.47%	100.00%		98.93%	99.65%	98.53%	100.00%		99.01%	99.74%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	46.84%	41.80%	68.36%	77.95%	39.13%	40.51%	47.40%	68.60%	76.01%
4 th grade	34.43%	32.99%		67.09%	74.60%	33.84%	37.56%		73.54%	77.93%
5 th grade	31.65%	32.87%		62.50%	73.44%	26.70%	30.56%		63.98%	68.26%
6 th grade	29.93%	40.37%		66.30%	80.27%	28.07%	34.16%		66.12%	72.39%
7 th grade	26.73%	38.89%		62.09%	76.33%	23.34%	29.81%		63.97%	69.50%
8 th grade	21.74%	42.42%		58.44%	72.81%	19.66%	28.28%		62.01%	71.54%
10 th grade	31.31%	37.00%		65.74%	78.74%	27.85%	32.00%		59.05%	68.69%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	8.58%		10.43%	7.54%
Suspensions Out-of-School	14.75%	11.88%		10.15%	6.58%
Expulsions In-School	0.39%	0.11%		0.37%	0.21%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.34%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	87.38%	57.76%
Inside Regular Class 40-79% of day	22.58%	5.38%	
Inside Regular Class less than 40% of day	16.11%	6.45%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.79%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.79%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	90.79%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	4.13%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	5.08%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.68%	
Students Ages 3-21 Received ESYP Services	86.96%	95.52%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	82.09%	
Ages 6 to 21	66.18%	83.98%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Assumption Parish
Total Public Population: 4,271

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	14.54%		
Gifted/Talented Students ^a	3.28%	1.83%		
Regular Education Students ^a	83.76%	83.63%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	13.33%		18.00%
GED/Skills Options	10.76%	50.00%		
Certificate of Achievement	5.80%	3.33%		
Dropped Out	28.97%	3.33%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	8.87%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	8.87%		
Participated in On-Level Assessment (grades 3-11)	82.72%	80.55%	99.74%	99.29%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	99.62%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	99.62%
Participated in On-Level Assessment – GEE ELA	98.88%	80.00%	99.19%	98.57%
Participated in On-Level Assessment – GEE Math	98.88%	80.00%	99.16%	98.57%
Proficient LEAP 4 th grade ELA	37.01%	17.14%	75.03%	72.73%
Proficient LEAP 4 th grade Math	38.55%	25.71%	68.77%	61.47%
Proficient LEAP 8 th grade ELA	16.96%	7.14%	63.69%	61.60%
Proficient LEAP 8 th grade Math	21.90%	21.43%	60.10%	70.34%
Proficient GEE ELA	12.76%	25.00%	59.67%	59.42%
Proficient GEE Math	21.65%	25.00%	66.48%	62.32%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	98.33%		99.90%	100.00%	99.62%	98.33%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	99.65%	98.69%	100.00%		99.65%	99.65%
8 th grade	99.15%	100.00%		99.68%	99.27%	99.20%	100.00%		99.70%	99.26%
10 th grade	98.47%	88.89%		98.93%	98.10%	98.53%	80.00%		99.01%	98.10%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	39.62%	41.80%	68.36%	65.83%	39.13%	56.60%	47.40%	68.60%	72.08%
4 th grade	34.43%	21.28%		67.09%	61.07%	33.84%	14.89%		73.54%	71.72%
5 th grade	31.65%	23.33%		62.50%	51.37%	26.70%	21.67%		63.98%	53.77%
6 th grade	29.93%	28.57%		66.30%	66.08%	28.07%	40.48%		66.12%	66.08%
7 th grade	26.73%	18.75%		62.09%	67.36%	23.34%	18.75%		63.97%	63.41%
8 th grade	21.74%	20.83%		58.44%	67.88%	19.66%	12.00%		62.01%	60.22%
10 th grade	31.31%	44.44%		65.74%	61.14%	27.85%	50.00%		59.05%	58.29%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	7.85%		10.43%	0.24%
Suspensions Out-of-School	14.75%	22.67%		10.15%	18.36%
Expulsions In-School	0.39%	0.30%		0.37%	1.30%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.94%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	3	0.48%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	84.66%	57.76%
Inside Regular Class 40-79% of day	22.58%	9.36%	
Inside Regular Class less than 40% of day	16.11%	4.58%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.39%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.39%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	74.38%	
In the Regular Early Childhood Program 40-79% of time	15.93%	7.44%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	16.53%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	1.65%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	5.21%	
Students Ages 3-21 Received ESYP Services	86.96%	96.97%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	81.82%	
Ages 6 to 21	66.18%	78.57%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Avoyelles Parish
Total Public Population: 6,201

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	9.55%		
Gifted/Talented Students ^a	3.28%	0.10%		
Regular Education Students ^a	83.76%	90.36%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	1.82%	18.00%	
GED/Skills Options	10.76%	21.82%		
Certificate of Achievement	5.80%	3.64%		
Dropped Out	28.97%	50.91%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	14.58%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	5.36%		
Participated in On-Level Assessment (grades 3-11)	82.72%	78.87%	99.74%	99.97%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	31.82%	75.03%	71.60%
Proficient LEAP 4 th grade Math	38.55%	36.36%	68.77%	64.85%
Proficient LEAP 8 th grade ELA	16.96%	9.52%	63.69%	54.93%
Proficient LEAP 8 th grade Math	21.90%	28.57%	60.10%	52.96%
Proficient GEE ELA	12.76%	42.86%	59.67%	61.81%
Proficient GEE Math	21.65%	28.57%	66.48%	70.05%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	99.77%
4 th grade	99.87%	100.00%		99.93%	99.72%	99.87%	100.00%		99.93%	99.72%
5 th grade	99.61%	100.00%		99.90%	99.74%	99.62%	100.00%		99.91%	99.74%
6 th grade	99.09%	97.62%		99.74%	99.75%	99.19%	97.62%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	99.76%	98.69%	100.00%		99.65%	99.76%
8 th grade	99.15%	100.00%		99.68%	99.73%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	32.43%	41.80%	68.36%	63.53%	39.13%	40.54%	47.40%	68.60%	67.43%
4 th grade	34.43%	23.68%		67.09%	63.48%	33.84%	18.42%		73.54%	69.94%
5 th grade	31.65%	20.55%		62.50%	55.38%	26.70%	23.29%		63.98%	58.21%
6 th grade	29.93%	21.43%		66.30%	62.31%	28.07%	21.43%		66.12%	60.80%
7 th grade	26.73%	16.22%		62.09%	49.15%	23.34%	13.51%		63.97%	47.20%
8 th grade	21.74%	29.41%		58.44%	52.29%	19.66%	26.47%		62.01%	54.18%
10 th grade	31.31%	29.41%		65.74%	70.05%	27.85%	47.06%		59.05%	61.81%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.28%		10.43%	0.49%
Suspensions Out-of-School	14.75%	2.77%		10.15%	24.48%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.14%		0.46%	1.76%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	72.94%	57.76%
Inside Regular Class 40-79% of day	22.58%	6.47%	
Inside Regular Class less than 40% of day	16.11%	16.47%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	4.12%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	4.12%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	38.75%	
In the Regular Early Childhood Program 40-79% of time	15.93%	33.75%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	22.50%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	5.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	87.50%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	1.43%	
Students Ages 3-21 Received ESYP Services	86.96%	60.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	73.68%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Beauregard Parish
Total Public Population: 6,186

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	15.07%		
Gifted/Talented Students ^a	3.28%	2.05%		
Regular Education Students ^a	83.76%	82.88%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	15.15%		18.00%
GED/Skills Options	10.76%	19.70%		
Certificate of Achievement	5.80%	7.58%		
Dropped Out	28.97%	0.00%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.72%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	4.36%		
Participated in On-Level Assessment (grades 3-11)	82.72%	87.92%	99.74%	99.97%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	44.44%	75.03%	86.34%
Proficient LEAP 4 th grade Math	38.55%	59.26%	68.77%	82.79%
Proficient LEAP 8 th grade ELA	16.96%	15.69%	63.69%	67.35%
Proficient LEAP 8 th grade Math	21.90%	25.49%	60.10%	64.63%
Proficient GEE ELA	12.76%	4.55%	59.67%	63.36%
Proficient GEE Math	21.65%	27.27%	66.48%	72.53%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	99.49%	99.62%	100.00%		99.91%	99.75%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	99.77%	98.69%	100.00%		99.65%	99.77%
8 th grade	99.15%	100.00%		99.68%	99.78%	99.20%	100.00%		99.70%	99.78%
10 th grade	98.47%	100.00%		98.93%	99.73%	98.53%	100.00%		99.01%	99.73%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	50.00%	41.80%	68.36%	86.01%	39.13%	48.48%	47.40%	68.60%	83.97%
4 th grade	34.43%	54.84%		67.09%	81.82%	33.84%	41.94%		73.54%	85.83%
5 th grade	31.65%	35.62%		62.50%	76.34%	26.70%	30.14%		63.98%	78.12%
6 th grade	29.93%	32.14%		66.30%	75.06%	28.07%	37.50%		66.12%	72.73%
7 th grade	26.73%	32.00%		62.09%	72.77%	23.34%	24.00%		63.97%	74.37%
8 th grade	21.74%	27.27%		58.44%	64.13%	19.66%	21.54%		62.01%	66.97%
10 th grade	31.31%	46.67%		65.74%	72.33%	27.85%	30.00%		59.05%	63.19%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	18.70%		10.43%	18.35%
Suspensions Out-of-School	14.75%	9.17%		10.15%	6.70%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	57.03%	57.76%
Inside Regular Class 40-79% of day	22.58%	34.56%	
Inside Regular Class less than 40% of day	16.11%	8.28%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.13%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.13%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	72.37%	
In the Regular Early Childhood Program 40-79% of time	15.93%	26.97%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.66%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	80.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.15%	
Students Ages 3-21 Received ESYP Services	86.96%	85.19%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	75.00%	
Ages 6 to 21	66.18%	0.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

- High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
- Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
- Statewide Assessment Participation and Performance**
 - Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
- Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
- Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - Inside the regular class 80% or more of the day**
 - Inside the regular class less than 40% of the day**
 - In separate schools, residential placements, or homebound or hospital placements**
- Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - Attending a regular early childhood program**
 - Not attending a regular early childhood program or kindergarten and attending a special education program**
 - Not attending a regular early childhood program or kindergarten and not attending a special education program**
- Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
- Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
- Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
- Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
- Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
- Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
- Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
- Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Bienville Parish
Total Public Population: 2,376

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	11.62%		
Gifted/Talented Students ^a	3.28%	0.38%		
Regular Education Students ^a	83.76%	88.01%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	22.22%		18.00%
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	22.22%		
Dropped Out	28.97%	11.11%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.10%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	10.06%		
Participated in On-Level Assessment (grades 3-11)	82.72%	82.84%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	28.57%	75.03%	63.51%
Proficient LEAP 4 th grade Math	38.55%	21.43%	68.77%	64.19%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	61.15%
Proficient LEAP 8 th grade Math	21.90%	13.04%	60.10%	56.05%
Proficient GEE ELA	12.76%	0.00%	59.67%	67.95%
Proficient GEE Math	21.65%	18.18%	66.48%	67.31%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	95.65%	98.68%	99.91%	100.00%	99.77%	95.65%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	95.65%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	30.43%	41.80%	68.36%	53.07%	39.13%	4.35%	47.40%	68.60%	63.48%
4 th grade	34.43%	26.09%		67.09%	65.14%	33.84%	24.00%		73.54%	64.57%
5 th grade	31.65%	26.09%		62.50%	65.79%	26.70%	30.43%		63.98%	69.74%
6 th grade	29.93%	21.74%		66.30%	67.35%	28.07%	13.04%		66.12%	65.31%
7 th grade	26.73%	42.11%		62.09%	57.35%	23.34%	26.32%		63.97%	64.44%
8 th grade	21.74%	14.81%		58.44%	53.53%	19.66%	3.70%		62.01%	56.47%
10 th grade	31.31%	20.00%		65.74%	67.31%	27.85%	6.67%		59.05%	67.95%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	6.77%		10.43%	6.44%
Suspensions Out-of-School	14.75%	18.39%		10.15%	13.66%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.08%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	79.22%	57.76%
Inside Regular Class 40-79% of day	22.58%	10.39%	
Inside Regular Class less than 40% of day	16.11%	9.96%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.43%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.43%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	57.89%	
In the Regular Early Childhood Program 40-79% of time	15.93%	5.26%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	36.84%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.00%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	66.67%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.33%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	50.00%	
Ages 6 to 21	66.18%	64.71%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Bossier Parish
Total Public Population: 19,391

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	11.16%		
Gifted/Talented Students ^a	3.28%	2.50%		
Regular Education Students ^a	83.76%	86.34%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	15.58%	18.00%	
GED/Skills Options	10.76%	8.66%		
Certificate of Achievement	5.80%	3.90%		
Dropped Out	28.97%	28.14%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	11.43%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	4.25%		
Participated in On-Level Assessment (grades 3-11)	82.72%	84.15%	99.74%	99.93%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	98.41%	99.88%	99.92%
Participated in On-Level Assessment – 8 th grade Math	99.56%	98.41%	99.86%	99.92%
Participated in On-Level Assessment – GEE ELA	98.88%	98.41%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	98.41%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	38.98%	75.03%	83.03%
Proficient LEAP 4 th grade Math	38.55%	42.94%	68.77%	75.73%
Proficient LEAP 8 th grade ELA	16.96%	22.58%	63.69%	66.64%
Proficient LEAP 8 th grade Math	21.90%	19.35%	60.10%	61.82%
Proficient GEE ELA	12.76%	9.68%	59.67%	60.97%
Proficient GEE Math	21.65%	8.06%	66.48%	67.59%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	99.51%	98.68%	99.91%	99.84%	99.77%	99.51%	98.71%	99.92%	99.76%
4 th grade	99.87%	100.00%		99.93%	99.93%	99.87%	100.00%		99.93%	99.93%
5 th grade	99.61%	100.00%		99.90%	99.92%	99.62%	100.00%		99.91%	99.92%
6 th grade	99.09%	100.00%		99.74%	99.85%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	99.69%	98.69%	100.00%		99.65%	99.61%
8 th grade	99.15%	99.20%		99.68%	99.64%	99.20%	99.20%		99.70%	99.64%
10 th grade	98.47%	98.06%		98.93%	99.75%	98.53%	99.02%		99.01%	99.67%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	49.75%	41.80%	68.36%	77.09%	39.13%	39.90%	47.40%	68.60%	74.86%
4 th grade	34.43%	38.78%		67.09%	74.48%	33.84%	37.96%		73.54%	81.66%
5 th grade	31.65%	40.51%		62.50%	75.19%	26.70%	34.18%		63.98%	77.60%
6 th grade	29.93%	29.71%		66.30%	70.69%	28.07%	29.71%		66.12%	73.24%
7 th grade	26.73%	34.44%		62.09%	68.69%	23.34%	32.45%		63.97%	72.80%
8 th grade	21.74%	20.80%		58.44%	59.08%	19.66%	20.80%		62.01%	64.63%
10 th grade	31.31%	37.86%		65.74%	67.31%	27.85%	37.25%		59.05%	60.67%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	22.10%		10.43%	17.00%
Suspensions Out-of-School	14.75%	12.39%		10.15%	7.51%
Expulsions In-School	0.39%	0.00%		0.37%	0.72%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.04%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	20	0.90%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	65.09%	57.76%
Inside Regular Class 40-79% of day	22.58%	27.36%	
Inside Regular Class less than 40% of day	16.11%	7.19%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.36%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.36%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	35.03%	
In the Regular Early Childhood Program 40-79% of time	15.93%	51.36%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	13.61%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	96.55%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	4.07%	
Students Ages 3-21 Received ESYP Services	86.96%	88.30%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	61.90%	
Ages 6 to 21	66.18%	72.34%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Caddo Parish
Total Public Population: 43,141

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	12.31%		
Gifted/Talented Students ^a	3.28%	4.22%		
Regular Education Students ^a	83.76%	83.47%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	15.55%	18.00%	
GED/Skills Options	10.76%	11.97%		
Certificate of Achievement	5.80%	3.78%		
Dropped Out	28.97%	48.53%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	13.36%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	5.20%		
Participated in On-Level Assessment (grades 3-11)	82.72%	80.56%	99.74%	99.53%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	99.93%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	99.93%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	99.35%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	99.36%	99.86%	99.96%
Participated in On-Level Assessment – GEE ELA	98.88%	98.16%	99.19%	99.16%
Participated in On-Level Assessment – GEE Math	98.88%	98.77%	99.16%	99.09%
Proficient LEAP 4 th grade ELA	37.01%	34.86%	75.03%	73.31%
Proficient LEAP 4 th grade Math	38.55%	34.51%	68.77%	64.56%
Proficient LEAP 8 th grade ELA	16.96%	9.87%	63.69%	57.55%
Proficient LEAP 8 th grade Math	21.90%	15.48%	60.10%	52.31%
Proficient GEE ELA	12.76%	4.38%	59.67%	53.63%
Proficient GEE Math	21.65%	8.70%	66.48%	58.11%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.93%	99.77%	100.00%	98.71%	99.92%	99.93%
4 th grade	99.87%	99.76%		99.93%	99.90%	99.87%	99.76%		99.93%	99.90%
5 th grade	99.61%	99.00%		99.90%	99.72%	99.62%	99.00%		99.91%	99.75%
6 th grade	99.09%	98.71%		99.74%	99.57%	99.19%	99.03%		99.76%	99.47%
7 th grade	98.59%	98.01%		99.61%	99.17%	98.69%	98.01%		99.65%	99.24%
8 th grade	99.15%	99.61%		99.68%	99.82%	99.20%	99.61%		99.70%	99.85%
10 th grade	98.47%	99.13%		98.93%	98.97%	98.53%	98.70%		99.01%	99.05%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	38.50%	41.80%	68.36%	62.16%	39.13%	30.49%	47.40%	68.60%	64.24%
4 th grade	34.43%	33.33%		67.09%	63.18%	33.84%	37.41%		73.54%	71.67%
5 th grade	31.65%	28.00%		62.50%	57.26%	26.70%	23.50%		63.98%	61.70%
6 th grade	29.93%	30.55%		66.30%	59.09%	28.07%	27.83%		66.12%	59.71%
7 th grade	26.73%	24.58%		62.09%	54.91%	23.34%	25.50%		63.97%	59.68%
8 th grade	21.74%	27.73%		58.44%	51.24%	19.66%	25.78%		62.01%	56.26%
10 th grade	31.31%	28.57%		65.74%	57.47%	27.85%	28.57%		59.05%	53.08%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	11.48%		10.43%	14.99%
Suspensions Out-of-School	14.75%	19.38%		10.15%	14.95%
Expulsions In-School	0.39%	0.68%		0.37%	0.64%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.17%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	64	1.16%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	42.25%	57.76%
Inside Regular Class 40-79% of day	22.58%	23.65%	
Inside Regular Class less than 40% of day	16.11%	32.95%	16.11%
Separate School	0.73%	0.94%	
Residential Facility	0.24%	0.11%	
Homebound/Hospital	0.85%	0.11%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.15%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	60.94%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.12%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	33.25%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	1.11%	
Service Provider Location	3.05%	4.57%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	89.80%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	100.00%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.48%	
Students Ages 3-21 Received ESYP Services	86.96%	94.33%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	69.05%	
Ages 6 to 21	66.18%	70.63%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Calcasieu Parish
Total Public Population: 32,598

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	14.92%		
Gifted/Talented Students ^a	3.28%	2.56%		
Regular Education Students ^a	83.76%	82.51%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	40.80%	18.00%	
GED/Skills Options	10.76%	32.18%		
Certificate of Achievement	5.80%	7.47%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.26%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	15.73%		
Participated in On-Level Assessment (grades 3-11)	82.72%	77.97%	99.74%	99.90%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	99.95%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	99.95%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.62%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.78%
Proficient LEAP 4 th grade ELA	37.01%	40.06%	75.03%	83.29%
Proficient LEAP 4 th grade Math	38.55%	41.87%	68.77%	73.16%
Proficient LEAP 8 th grade ELA	16.96%	26.15%	63.69%	71.33%
Proficient LEAP 8 th grade Math	21.90%	27.52%	60.10%	68.95%
Proficient GEE ELA	12.76%	18.63%	59.67%	64.82%
Proficient GEE Math	21.65%	33.13%	66.48%	72.50%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	99.95%	99.62%	100.00%		99.91%	99.95%
6 th grade	99.09%	99.78%		99.74%	99.85%	99.19%	99.78%		99.76%	99.85%
7 th grade	98.59%	99.34%		99.61%	99.71%	98.69%	99.67%		99.65%	99.71%
8 th grade	99.15%	99.74%		99.68%	99.85%	99.20%	99.74%		99.70%	99.90%
10 th grade	98.47%	100.00%		98.93%	99.73%	98.53%	100.00%		99.01%	99.56%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	48.96%	41.80%	68.36%	75.21%	39.13%	40.65%	47.40%	68.60%	76.03%
4 th grade	34.43%	37.27%		67.09%	71.96%	33.84%	36.34%		73.54%	82.55%
5 th grade	31.65%	36.16%		62.50%	69.72%	26.70%	35.59%		63.98%	74.64%
6 th grade	29.93%	31.18%		66.30%	71.42%	28.07%	29.68%		66.12%	71.52%
7 th grade	26.73%	31.68%		62.09%	71.07%	23.34%	25.33%		63.97%	70.78%
8 th grade	21.74%	22.31%		58.44%	68.45%	19.66%	24.41%		62.01%	70.93%
10 th grade	31.31%	36.11%		65.74%	72.30%	27.85%	29.64%		59.05%	64.53%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	16.29%		10.43%	12.37%
Suspensions Out-of-School	14.75%	16.74%		10.15%	11.97%
Expulsions In-School	0.39%	1.22%		0.37%	1.95%
Expulsions Out-of-School	0.08%	0.02%		0.46%	0.54%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	58	1.22%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	57.58%	57.76%
Inside Regular Class 40-79% of day	22.58%	20.37%	
Inside Regular Class less than 40% of day	16.11%	21.22%	16.11%
Separate School	0.73%	0.50%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.33%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.83%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	44.55%	
In the Regular Early Childhood Program 40-79% of time	15.93%	29.70%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	25.35%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.40%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	84.62%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.15%	
Students Ages 3-21 Received ESYP Services	86.96%	87.42%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	63.64%	
Ages 6 to 21	66.18%	71.80%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Caldwell Parish

School Year: 2006-2007

Total Public Population: 1,822

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	13.45%		
Gifted/Talented Students ^a	3.28%	2.03%		
Regular Education Students ^a	83.76%	84.52%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	15.00%		18.00%
GED/Skills Options	10.76%	5.00%		
Certificate of Achievement	5.80%	15.00%		
Dropped Out	28.97%	5.00%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	10.07%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	13.67%		
Participated in On-Level Assessment (grades 3-11)	82.72%	76.26%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	37.50%	75.03%	81.98%
Proficient LEAP 4 th grade Math	38.55%	31.25%	68.77%	71.17%
Proficient LEAP 8 th grade ELA	16.96%	25.00%	63.69%	69.49%
Proficient LEAP 8 th grade Math	21.90%	25.00%	60.10%	60.17%
Proficient GEE ELA	12.76%	0.00%	59.67%	56.14%
Proficient GEE Math	21.65%	33.33%	66.48%	70.18%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	41.67%	41.80%	68.36%	68.82%	39.13%	41.67%	47.40%	68.60%	80.65%
4 th grade	34.43%	34.78%		67.09%	70.43%	33.84%	34.78%		73.54%	80.87%
5 th grade	31.65%	25.00%		62.50%	70.34%	26.70%	32.14%		63.98%	74.58%
6 th grade	29.93%	35.29%		66.30%	70.65%	28.07%	41.18%		66.12%	80.43%
7 th grade	26.73%	41.67%		62.09%	65.63%	23.34%	16.67%		63.97%	64.84%
8 th grade	21.74%	33.33%		58.44%	60.50%	19.66%	41.67%		62.01%	69.75%
10 th grade	31.31%	12.50%		65.74%	70.18%	27.85%	25.00%		59.05%	56.14%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	14.24%		10.43%	12.08%
Suspensions Out-of-School	14.75%	2.08%		10.15%	0.72%
Expulsions In-School	0.39%	0.35%		0.37%	0.06%
Expulsions Out-of-School	0.08%	0.35%		0.46%	0.06%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	79.21%	57.76%
Inside Regular Class 40-79% of day	22.58%	14.36%	
Inside Regular Class less than 40% of day	16.11%	5.94%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.50%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.50%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	21.95%	
In the Regular Early Childhood Program 40-79% of time	15.93%	65.85%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	12.20%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.73%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	92.31%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Cameron Parish
Total Public Population: 1,547

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	16.29%		
Gifted/Talented Students ^a	3.28%	6.66%		
Regular Education Students ^a	83.76%	77.05%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	21.74%	18.00%	
GED/Skills Options	10.76%	4.35%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	8.70%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	2.34%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	1.56%		
Participated in On-Level Assessment (grades 3-11)	82.72%	96.09%	99.74%	99.89%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	98.78%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	98.78%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	16.67%	75.03%	73.33%
Proficient LEAP 4 th grade Math	38.55%	16.67%	68.77%	63.33%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	60.49%
Proficient LEAP 8 th grade Math	21.90%	6.67%	60.10%	62.96%
Proficient GEE ELA	12.76%	0.00%	59.67%	57.14%
Proficient GEE Math	21.65%	20.00%	66.48%	61.22%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	98.80%	99.20%	100.00%		99.70%	98.80%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	42.11%	41.80%	68.36%	76.34%	39.13%	42.11%	47.40%	68.60%	65.59%
4 th grade	34.43%	22.22%		67.09%	63.33%	33.84%	11.11%		73.54%	73.33%
5 th grade	31.65%	35.29%		62.50%	58.43%	26.70%	29.41%		63.98%	68.54%
6 th grade	29.93%	22.22%		66.30%	82.41%	28.07%	33.33%		66.12%	70.37%
7 th grade	26.73%	12.50%		62.09%	70.79%	23.34%	31.25%		63.97%	73.03%
8 th grade	21.74%	6.67%		58.44%	61.45%	19.66%	0.00%		62.01%	60.24%
10 th grade	31.31%	20.00%		65.74%	61.22%	27.85%	0.00%		59.05%	57.14%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	12.59%	0.34%	10.43%	0.67%
Suspensions Out-of-School	14.75%	7.24%	10.15%	8.47%
Expulsions In-School	0.39%	0.00%	0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%	0.46%	0.87%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	69.12%	57.76%
Inside Regular Class 40-79% of day	22.58%	23.04%	
Inside Regular Class less than 40% of day	16.11%	7.35%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.49%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.49%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	15.79%	
In the Regular Early Childhood Program 40-79% of time	15.93%	65.79%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	18.42%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	5.58%	
Students Ages 3-21 Received ESYP Services	86.96%	83.33%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	0.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Catahoula Parish
Total Public Population: 1,803

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	10.65%		
Gifted/Talented Students ^a	3.28%	1.77%		
Regular Education Students ^a	83.76%	87.58%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	5.26%	18.00%	
GED/Skills Options	10.76%	21.05%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	10.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.00%		
Participated in On-Level Assessment (grades 3-11)	82.72%	90.00%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	58.33%	75.03%	85.32%
Proficient LEAP 4 th grade Math	38.55%	58.33%	68.77%	80.56%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	63.81%
Proficient LEAP 8 th grade Math	21.90%	22.22%	60.10%	68.57%
Proficient GEE ELA	12.76%	100.00%	59.67%	72.28%
Proficient GEE Math	21.65%	0.00%	66.48%	79.21%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	55.56%	41.80%	68.36%	85.82%	39.13%	44.44%	47.40%	68.60%	83.58%
4 th grade	34.43%	52.94%		67.09%	78.45%	33.84%	47.06%		73.54%	84.48%
5 th grade	31.65%	31.58%		62.50%	62.75%	26.70%	26.32%		63.98%	57.84%
6 th grade	29.93%	33.33%		66.30%	81.60%	28.07%	33.33%		66.12%	75.20%
7 th grade	26.73%	30.77%		62.09%	72.32%	23.34%	30.77%		63.97%	70.54%
8 th grade	21.74%	14.29%		58.44%	67.92%	19.66%	0.00%		62.01%	63.21%
10 th grade	31.31%	66.67%		65.74%	79.21%	27.85%	100.00%		59.05%	72.28%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	4.72%		10.43%	2.96%
Suspensions Out-of-School	14.75%	16.04%		10.15%	10.09%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.05%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	70.76%	57.76%
Inside Regular Class 40-79% of day	22.58%	17.54%	
Inside Regular Class less than 40% of day	16.11%	11.11%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.58%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.58%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	74.07%	
In the Regular Early Childhood Program 40-79% of time	15.93%	3.70%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	18.52%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	3.70%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	100.00%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	4.71%	
Students Ages 3-21 Received ESYP Services	86.96%	66.67%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	0.00%	
Ages 6 to 21	66.18%	84.62%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Claiborne Parish
Total Public Population: 2,590

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	16.06%		
Gifted/Talented Students ^a	3.28%	4.67%		
Regular Education Students ^a	83.76%	79.27%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	11.11%	18.00%	
GED/Skills Options	10.76%	33.33%		
Certificate of Achievement	5.80%	11.11%		
Dropped Out	28.97%	13.89%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	9.09%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	2.07%		
Participated in On-Level Assessment (grades 3-11)	82.72%	88.84%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	25.00%	75.03%	70.45%
Proficient LEAP 4 th grade Math	38.55%	31.25%	68.77%	70.45%
Proficient LEAP 8 th grade ELA	16.96%	10.53%	63.69%	40.66%
Proficient LEAP 8 th grade Math	21.90%	10.53%	60.10%	43.96%
Proficient GEE ELA	12.76%	0.00%	59.67%	47.44%
Proficient GEE Math	21.65%	17.65%	66.48%	64.74%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	99.36%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	61.90%	41.80%	68.36%	68.57%	39.13%	47.62%	47.40%	68.60%	65.00%
4 th grade	34.43%	31.71%		67.09%	70.90%	33.84%	26.83%		73.54%	70.90%
5 th grade	31.65%	24.14%		62.50%	60.90%	26.70%	13.79%		63.98%	49.36%
6 th grade	29.93%	27.59%		66.30%	58.67%	28.07%	17.24%		66.12%	56.67%
7 th grade	26.73%	10.00%		62.09%	57.86%	23.34%	5.00%		63.97%	53.46%
8 th grade	21.74%	19.23%		58.44%	43.48%	19.66%	23.08%		62.01%	40.76%
10 th grade	31.31%	25.00%		65.74%	64.33%	27.85%	10.00%		59.05%	47.44%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	12.82%		10.43%	6.12%
Suspensions Out-of-School	14.75%	16.08%		10.15%	12.29%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.12%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	7	1.64%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	63.76%	57.76%
Inside Regular Class 40-79% of day	22.58%	30.06%	
Inside Regular Class less than 40% of day	16.11%	5.62%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.56%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.56%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	75.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	15.28%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	9.72%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.13%	
Students Ages 3-21 Received ESYP Services	86.96%	93.75%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	60.00%	
Ages 6 to 21	66.18%	77.78%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

- High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
- Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
- Statewide Assessment Participation and Performance**
 - Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
- Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
- Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - Inside the regular class 80% or more of the day**
 - Inside the regular class less than 40% of the day**
 - In separate schools, residential placements, or homebound or hospital placements**
- Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - Attending a regular early childhood program**
 - Not attending a regular early childhood program or kindergarten and attending a special education program**
 - Not attending a regular early childhood program or kindergarten and not attending a special education program**
- Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
- Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
- Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
- Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
- Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
- Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
- Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
- Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Concordia Parish
Total Public Population: 3,974

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	11.17%		
Gifted/Talented Students ^a	3.28%	1.46%		
Regular Education Students ^a	83.76%	87.37%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	20.00%		18.00%
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	12.00%		
Dropped Out	28.97%	12.00%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	4.18%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	15.06%		
Participated in On-Level Assessment (grades 3-11)	82.72%	80.75%	99.74%	99.95%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.47%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.47%
Proficient LEAP 4 th grade ELA	37.01%	37.14%	75.03%	67.31%
Proficient LEAP 4 th grade Math	38.55%	22.86%	68.77%	56.92%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	60.39%
Proficient LEAP 8 th grade Math	21.90%	10.00%	60.10%	45.70%
Proficient GEE ELA	12.76%	0.00%	59.67%	54.01%
Proficient GEE Math	21.65%	11.11%	66.48%	60.96%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	99.47%	98.53%	100.00%		99.01%	99.47%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	27.59%	41.80%	68.36%	57.92%	39.13%	31.03%	47.40%	68.60%	66.41%
4 th grade	34.43%	14.55%		67.09%	53.77%	33.84%	23.64%		73.54%	65.41%
5 th grade	31.65%	22.58%		62.50%	61.05%	26.70%	16.13%		63.98%	59.40%
6 th grade	29.93%	36.67%		66.30%	64.92%	28.07%	20.00%		66.12%	68.52%
7 th grade	26.73%	17.65%		62.09%	61.45%	23.34%	5.88%		63.97%	66.67%
8 th grade	21.74%	8.11%		58.44%	44.81%	19.66%	0.00%		62.01%	59.26%
10 th grade	31.31%	7.69%		65.74%	60.64%	27.85%	0.00%		59.05%	53.72%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	2.03%		10.43%	0.85%
Suspensions Out-of-School	14.75%	21.91%		10.15%	13.90%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.07%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	0.23%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	55.05%	57.76%
Inside Regular Class 40-79% of day	22.58%	38.89%	
Inside Regular Class less than 40% of day	16.11%	5.81%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.25%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.25%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	68.18%	
In the Regular Early Childhood Program 40-79% of time	15.93%	27.27%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	4.55%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	00.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	4.28%	
Students Ages 3-21 Received ESYP Services	86.96%	94.74%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	66.67%	
Ages 6 to 21	66.18%	59.09%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: DeSoto Parish
Total Public Population: 4,900

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	13.67%		
Gifted/Talented Students ^a	3.28%	1.33%		
Regular Education Students ^a	83.76%	85.00%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	15.52%		18.00%
GED/Skills Options	10.76%	6.90%		
Certificate of Achievement	5.80%	5.17%		
Dropped Out	28.97%	36.21%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	10.23%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	20.46%		
Participated in On-Level Assessment (grades 3-11)	82.72%	69.31%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	36.36%	75.03%	63.72%
Proficient LEAP 4 th grade Math	38.55%	40.91%	68.77%	52.13%
Proficient LEAP 8 th grade ELA	16.96%	13.64%	63.69%	66.45%
Proficient LEAP 8 th grade Math	21.90%	18.18%	60.10%	57.32%
Proficient GEE ELA	12.76%	4.17%	59.67%	50.18%
Proficient GEE Math	21.65%	12.50%	66.48%	62.68%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	95.56%		99.93%	100.00%	99.87%	95.56%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	98.00%		99.74%	100.00%	99.19%	98.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	99.46%	98.69%	100.00%		99.65%	99.46%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	99.28%	98.53%	100.00%		99.01%	99.64%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	26.19%	41.80%	68.36%	53.92%	39.13%	19.05%	47.40%	68.60%	51.31%
4 th grade	34.43%	28.89%		67.09%	51.45%	33.84%	26.67%		73.54%	62.27%
5 th grade	31.65%	46.15%		62.50%	61.96%	26.70%	50.00%		63.98%	66.27%
6 th grade	29.93%	12.00%		66.30%	56.92%	28.07%	8.00%		66.12%	56.00%
7 th grade	26.73%	23.40%		62.09%	52.01%	23.34%	26.53%		63.97%	59.52%
8 th grade	21.74%	22.73%		58.44%	54.44%	19.66%	25.00%		62.01%	64.50%
10 th grade	31.31%	23.53%		65.74%	62.23%	27.85%	20.59%		59.05%	50.00%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	18.47%		10.43%	16.37%
Suspensions Out-of-School	14.75%	17.27%		10.15%	13.63%
Expulsions In-School	0.39%	0.13%		0.37%	0.08%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	14	2.01%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	70.38%	57.76%
Inside Regular Class 40-79% of day	22.58%	17.80%	
Inside Regular Class less than 40% of day	16.11%	9.15%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.00%	
Correctional Facilities	0.17%	1.66%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	71.13%	
In the Regular Early Childhood Program 40-79% of time	15.93%	1.03%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	27.84%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.50%	
Students Ages 3-21 Received ESYP Services	86.96%	88.89%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	62.79%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: East Baton Rouge Parish
Total Public Population: 48,561

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<p><u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement</p>	<p><u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes</p>
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	11.72%		
Gifted/Talented Students ^a	3.28%	2.73%		
Regular Education Students ^a	83.76%	85.56%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	7.03%		18.00%
GED/Skills Options	10.76%	0.70%		
Certificate of Achievement	5.80%	5.85%		
Dropped Out	28.97%	52.22%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	8.45%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	12.16%		
Participated in On-Level Assessment (grades 3-11)	82.72%	78.25%	99.74%	99.52%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	99.72%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	99.72%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	98.93%	99.88%	99.65%
Participated in On-Level Assessment – 8 th grade Math	99.56%	98.94%	99.86%	99.58%
Participated in On-Level Assessment – GEE ELA	98.88%	98.13%	99.19%	99.16%
Participated in On-Level Assessment – GEE Math	98.88%	96.23%	99.16%	98.93%
Proficient LEAP 4 th grade ELA	37.01%	30.53%	75.03%	67.24%
Proficient LEAP 4 th grade Math	38.55%	26.12%	68.77%	56.10%
Proficient LEAP 8 th grade ELA	16.96%	14.05%	63.69%	57.40%
Proficient LEAP 8 th grade Math	21.90%	16.67%	60.10%	51.46%
Proficient GEE ELA	12.76%	10.19%	59.67%	54.63%
Proficient GEE Math	21.65%	13.07%	66.48%	57.47%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA					
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.80%	99.79%	98.68%	99.91%	99.78%	99.77%	99.59%	98.71%	99.92%	99.91%	
4 th grade	99.87%	99.85%		99.93%	99.91%	99.87%	99.85%		99.93%	99.91%	
5 th grade	99.61%	99.49%		99.90%	99.90%	99.62%	99.49%		99.91%	99.86%	
6 th grade	99.09%	96.42%		99.74%	98.73%	99.19%	96.98%		99.76%	99.05%	
7 th grade	98.59%	95.34%		99.61%	98.72%	98.69%	96.09%		99.65%	99.09%	
8 th grade	99.15%	98.40%		99.68%	99.31%	99.20%	98.64%		99.70%	99.38%	
10 th grade	98.47%	96.17%		98.93%	98.78%	98.53%	97.33%		99.01%	99.01%	
Proficiency rate (all assessment types)											
3 rd grade	43.00%	31.75%	41.80%	68.36%	52.46%	39.13%	26.19%	47.40%	68.60%	49.97%	
4 th grade	34.43%	21.42%		67.09%	52.11%	33.84%	23.45%		73.54%	64.29%	
5 th grade	31.65%	25.83%		62.50%	51.18%	26.70%	18.93%		63.98%	52.37%	
6 th grade	29.93%	21.89%		66.30%	54.92%	28.07%	16.42%		66.12%	50.33%	
7 th grade	26.73%	20.59%		62.09%	46.85%	23.34%	17.11%		63.97%	49.73%	
8 th grade	21.74%	14.61%		58.44%	47.33%	19.66%	15.23%		62.01%	53.31%	
10 th grade	31.31%	25.29%		65.74%	56.77%	27.85%	25.95%		59.05%	54.09%	

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	12.59%	27.23%	10.43%	20.79%
Suspensions Out-of-School	14.75%	1.48%	10.15%	1.18%
Expulsions In-School	0.39%	1.56%	0.37%	1.19%
Expulsions Out-of-School	0.08%	0.03%	0.46%	0.53%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	4	0.07%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	61.24%	57.76%
Inside Regular Class 40-79% of day	22.58%	13.73%	
Inside Regular Class less than 40% of day	16.11%	24.50%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.53%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.53%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	73.92%	
In the Regular Early Childhood Program 40-79% of time	15.93%	4.49%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	20.90%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.69%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	95.45%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	100.00%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.74%	
Students Ages 3-21 Received ESYP Services	86.96%	97.72%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	72.41%	
Ages 6 to 21	66.18%	37.99%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: East Carroll Parish
Total Public Population: 1,521

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	14.46%		
Gifted/Talented Students ^a	3.28%	0.13%		
Regular Education Students ^a	83.76%	85.40%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	21.05%	18.00%	
GED/Skills Options	10.76%	15.79%		
Certificate of Achievement	5.80%	21.05%		
Dropped Out	28.97%	15.79%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.76%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	2.59%		
Participated in On-Level Assessment (grades 3-11)	82.72%	89.66%	99.74%	99.88%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	18.75%	75.03%	68.60%
Proficient LEAP 4 th grade Math	38.55%	18.75%	68.77%	67.44%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	23.71%
Proficient LEAP 8 th grade Math	21.90%	0.00%	60.10%	15.46%
Proficient GEE ELA	12.76%	50.00%	59.67%	40.91%
Proficient GEE Math	21.65%	50.00%	66.48%	39.08%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	94.12%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	99.00%	99.20%	100.00%		99.70%	99.00%
10 th grade	98.47%	87.50%		98.93%	98.86%	98.53%	87.50%		99.01%	98.88%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	21.43%	41.80%	68.36%	44.44%	39.13%	21.43%	47.40%	68.60%	48.48%
4 th grade	34.43%	16.67%		67.09%	67.39%	33.84%	16.67%		73.54%	69.57%
5 th grade	31.65%	34.78%		62.50%	58.43%	26.70%	39.13%		63.98%	58.43%
6 th grade	29.93%	22.22%		66.30%	20.18%	28.07%	22.22%		66.12%	41.28%
7 th grade	26.73%	5.88%		62.09%	23.76%	23.34%	5.88%		63.97%	48.51%
8 th grade	21.74%	0.00%		58.44%	15.00%	19.66%	0.00%		62.01%	23.00%
10 th grade	31.31%	62.50%		65.74%	38.64%	27.85%	62.50%		59.05%	40.45%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	12.59%	1.83%	10.43%	0.46%
Suspensions Out-of-School	14.75%	16.89%	10.15%	19.13%
Expulsions In-School	0.39%	0.46%	0.37%	0.40%
Expulsions Out-of-School	0.08%	0.00%	0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	3	1.42%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	90.81%	57.76%
Inside Regular Class 40-79% of day	22.58%	8.11%	
Inside Regular Class less than 40% of day	16.11%	0.54%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.54%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.54%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	96.30%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	3.70%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	0.00%	
Students Ages 3-21 Received ESYP Services	86.96%	0.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	0.00%	
Ages 6 to 21	66.18%	50.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: East Feliciana Parish
Total Public Population: 2,352

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	15.01%		
Gifted/Talented Students ^a	3.28%	0.30%		
Regular Education Students ^a	83.76%	84.69%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	25.00%	18.00%	
GED/Skills Options	10.76%	5.00%		
Certificate of Achievement	5.80%	25.00%		
Dropped Out	28.97%	20.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	4.52%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	27.15%		
Participated in On-Level Assessment (grades 3-11)	82.72%	68.33%	99.74%	99.92%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	27.78%	75.03%	69.59%
Proficient LEAP 4 th grade Math	38.55%	44.44%	68.77%	66.89%
Proficient LEAP 8 th grade ELA	16.96%	8.33%	63.69%	45.33%
Proficient LEAP 8 th grade Math	21.90%	0.00%	60.10%	47.33%
Proficient GEE ELA	12.76%	14.29%	59.67%	37.84%
Proficient GEE Math	21.65%	42.86%	66.48%	49.55%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	97.14%	98.68%	99.91%	100.00%	99.77%	97.14%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	96.55%		99.61%	100.00%	98.69%	96.55%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	20.00%	41.80%	68.36%	47.50%	39.13%	17.14%	47.40%	68.60%	45.63%
4 th grade	34.43%	26.83%		67.09%	65.38%	33.84%	17.07%		73.54%	69.87%
5 th grade	31.65%	21.43%		62.50%	42.96%	26.70%	14.29%		63.98%	47.89%
6 th grade	29.93%	23.53%		66.30%	30.71%	28.07%	11.76%		66.12%	36.43%
7 th grade	26.73%	34.48%		62.09%	41.90%	23.34%	34.48%		63.97%	47.62%
8 th grade	21.74%	0.00%		58.44%	45.63%	19.66%	2.78%		62.01%	42.50%
10 th grade	31.31%	41.18%		65.74%	49.55%	27.85%	29.41%		59.05%	37.84%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	2.76%		10.43%	3.02%
Suspensions Out-of-School	14.75%	10.53%		10.15%	9.42%
Expulsions In-School	0.39%	0.75%		0.37%	0.48%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	0.29%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	64.52%	57.76%
Inside Regular Class 40-79% of day	22.58%	21.29%	
Inside Regular Class less than 40% of day	16.11%	13.87%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.32%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.32%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	66.67%	
In the Regular Early Childhood Program 40-79% of time	15.93%	7.69%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	25.64%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	53.33%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.56%	
Students Ages 3-21 Received ESYP Services	86.96%	55.56%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	0.00%	
Ages 6 to 21	66.18%	82.91%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Evangeline Parish
Total Public Population: 6,097

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	15.55%		
Gifted/Talented Students ^a	3.28%	0.62%		
Regular Education Students ^a	83.76%	83.83%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	8.41%	18.00%	
GED/Skills Options	10.76%	3.74%		
Certificate of Achievement	5.80%	4.67%		
Dropped Out	28.97%	48.60%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	11.82%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	18.23%		
Participated in On-Level Assessment (grades 3-11)	82.72%	69.62%	99.74%	99.78%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	99.46%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	99.46%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.64%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.64%
Proficient LEAP 4 th grade ELA	37.01%	30.00%	75.03%	83.25%
Proficient LEAP 4 th grade Math	38.55%	23.33%	68.77%	68.27%
Proficient LEAP 8 th grade ELA	16.96%	15.09%	63.69%	63.49%
Proficient LEAP 8 th grade Math	21.90%	26.42%	60.10%	62.67%
Proficient GEE ELA	12.76%	25.00%	59.67%	67.38%
Proficient GEE Math	21.65%	29.17%	66.48%	69.18%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.50%	99.77%	100.00%	98.71%	99.92%	99.50%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	99.12%		99.90%	99.76%	99.62%	99.12%		99.91%	99.76%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	99.73%
7 th grade	98.59%	96.55%		99.61%	99.44%	98.69%	96.55%		99.65%	99.44%
8 th grade	99.15%	100.00%		99.68%	98.72%	99.20%	100.00%		99.70%	98.98%
10 th grade	98.47%	100.00%		98.93%	99.64%	98.53%	100.00%		99.01%	99.64%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	37.35%	41.80%	68.36%	69.92%	39.13%	34.94%	47.40%	68.60%	68.92%
4 th grade	34.43%	23.66%		67.09%	67.82%	33.84%	31.18%		73.54%	82.67%
5 th grade	31.65%	23.89%		62.50%	59.18%	26.70%	20.35%		63.98%	56.28%
6 th grade	29.93%	44.62%		66.30%	70.78%	28.07%	35.38%		66.12%	61.93%
7 th grade	26.73%	25.86%		62.09%	70.06%	23.34%	27.59%		63.97%	64.97%
8 th grade	21.74%	24.36%		58.44%	60.36%	19.66%	17.95%		62.01%	61.13%
10 th grade	31.31%	27.03%		65.74%	68.93%	27.85%	32.43%		59.05%	67.14%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	2.68%		10.43%	0.67%
Suspensions Out-of-School	14.75%	22.88%		10.15%	16.46%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.09%		0.46%	0.86%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	0.10%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	51.57%	57.76%
Inside Regular Class 40-79% of day	22.58%	21.08%	
Inside Regular Class less than 40% of day	16.11%	26.35%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.01%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.01%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	64.18%	
In the Regular Early Childhood Program 40-79% of time	15.93%	1.49%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	26.87%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	7.46%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	1.76%	
Students Ages 3-21 Received ESYP Services	86.96%	72.22%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	73.03%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Franklin Parish
Total Public Population: 3,421

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	11.40%		
Gifted/Talented Students ^a	3.28%	1.43%		
Regular Education Students ^a	83.76%	87.17%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	22.22%		18.00%
GED/Skills Options	10.76%	5.56%		
Certificate of Achievement	5.80%	5.56%		
Dropped Out	28.97%	27.78%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.19%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	9.52%		
Participated in On-Level Assessment (grades 3-11)	82.72%	84.29%	99.74%	99.95%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	31.25%	75.03%	55.79%
Proficient LEAP 4 th grade Math	38.55%	15.63%	68.77%	55.79%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	57.28%
Proficient LEAP 8 th grade Math	21.90%	9.09%	60.10%	49.03%
Proficient GEE ELA	12.76%	33.33%	59.67%	59.22%
Proficient GEE Math	21.65%	0.00%	66.48%	43.09%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.61%	99.77%	100.00%	98.71%	99.92%	99.61%
4 th grade	99.87%	100.00%		99.93%	99.50%	99.87%	100.00%		99.93%	99.50%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	99.51%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	95.65%		99.68%	100.00%	99.20%	91.67%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	98.91%	98.53%	100.00%		99.01%	98.90%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	16.13%	41.80%	68.36%	50.39%	39.13%	12.90%	47.40%	68.60%	53.10%
4 th grade	34.43%	12.20%		67.09%	53.50%	33.84%	24.39%		73.54%	54.50%
5 th grade	31.65%	8.57%		62.50%	38.71%	26.70%	8.57%		63.98%	44.35%
6 th grade	29.93%	20.83%		66.30%	50.25%	28.07%	16.67%		66.12%	50.25%
7 th grade	26.73%	9.09%		62.09%	44.80%	23.34%	3.03%		63.97%	44.34%
8 th grade	21.74%	13.04%		58.44%	48.61%	19.66%	12.50%		62.01%	57.48%
10 th grade	31.31%	0.00%		65.74%	42.62%	27.85%	33.33%		59.05%	58.56%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	12.59%	0.69%	10.43%	0.39%
Suspensions Out-of-School	14.75%	29.43%	10.15%	18.05%
Expulsions In-School	0.39%	0.00%	0.37%	0.00%
Expulsions Out-of-School	0.08%	0.23%	0.46%	1.01%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	4	1.02%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	73.56%	57.76%
Inside Regular Class 40-79% of day	22.58%	13.79%	
Inside Regular Class less than 40% of day	16.11%	12.36%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.29%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.29%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	15.91%	
In the Regular Early Childhood Program 40-79% of time	15.93%	59.09%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	20.45%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	4.55%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	50.00%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	1.60%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	66.67%	
Ages 6 to 21	66.18%	78.95%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Grant Parish
Total Public Population: 3,453

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	14.94%		
Gifted/Talented Students ^a	3.28%	1.01%		
Regular Education Students ^a	83.76%	84.04%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	9.76%		18.00%
GED/Skills Options	10.76%	17.07%		
Certificate of Achievement	5.80%	2.44%		
Dropped Out	28.97%	21.95%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	4.32%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	6.64%		
Participated in On-Level Assessment (grades 3-11)	82.72%	89.04%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	28.13%	75.03%	71.98%
Proficient LEAP 4 th grade Math	38.55%	40.63%	68.77%	73.71%
Proficient LEAP 8 th grade ELA	16.96%	23.53%	63.69%	65.10%
Proficient LEAP 8 th grade Math	21.90%	44.44%	60.10%	69.41%
Proficient GEE ELA	12.76%	9.52%	59.67%	62.56%
Proficient GEE Math	21.65%	19.05%	66.48%	70.32%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	98.00%	98.68%	99.91%	100.00%	99.77%	98.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	50.00%	41.80%	68.36%	71.09%	39.13%	32.00%	47.40%	68.60%	71.56%
4 th grade	34.43%	34.88%		67.09%	73.50%	33.84%	27.91%		73.54%	71.37%
5 th grade	31.65%	31.71%		62.50%	71.07%	26.70%	21.95%		63.98%	65.29%
6 th grade	29.93%	41.03%		66.30%	70.12%	28.07%	35.90%		66.12%	71.31%
7 th grade	26.73%	21.62%		62.09%	72.07%	23.34%	18.92%		63.97%	70.27%
8 th grade	21.74%	34.78%		58.44%	68.87%	19.66%	17.39%		62.01%	64.59%
10 th grade	31.31%	29.17%		65.74%	70.32%	27.85%	20.83%		59.05%	62.56%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	8.46%		10.43%	6.10%
Suspensions Out-of-School	14.75%	13.13%		10.15%	6.24%
Expulsions In-School	0.39%	0.00%		0.37%	0.03%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.25%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	5	0.97%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	77.92%	57.76%
Inside Regular Class 40-79% of day	22.58%	18.18%	
Inside Regular Class less than 40% of day	16.11%	3.03%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.87%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.87%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	71.43%	
In the Regular Early Childhood Program 40-79% of time	15.93%	3.57%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	7.14%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	17.86%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	1.28%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	66.67%	
Ages 6 to 21	66.18%	40.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Iberia Parish
Total Public Population: 14,120

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	14.63%		
Gifted/Talented Students ^a	3.28%	2.39%		
Regular Education Students ^a	83.76%	82.98%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	18.04%	18.00%	
GED/Skills Options	10.76%	16.86%		
Certificate of Achievement	5.80%	0.78%		
Dropped Out	28.97%	35.29%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	5.98%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	12.51%		
Participated in On-Level Assessment (grades 3-11)	82.72%	80.96%	99.74%	99.70%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	98.46%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.44%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.44%
Proficient LEAP 4 th grade ELA	37.01%	39.13%	75.03%	76.63%
Proficient LEAP 4 th grade Math	38.55%	42.75%	68.77%	72.58%
Proficient LEAP 8 th grade ELA	16.96%	15.38%	63.69%	66.09%
Proficient LEAP 8 th grade Math	21.90%	28.13%	60.10%	66.42%
Proficient GEE ELA	12.76%	16.67%	59.67%	55.65%
Proficient GEE Math	21.65%	22.22%	66.48%	69.93%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA					
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%	
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%	
5 th grade	99.61%	98.31%		99.90%	99.79%	99.62%	98.87%		99.91%	99.89%	
6 th grade	99.09%	98.75%		99.74%	100.00%	99.19%	98.75%		99.76%	100.00%	
7 th grade	98.59%	97.06%		99.61%	98.93%	98.69%	96.47%		99.65%	99.14%	
8 th grade	99.15%	98.02%		99.68%	100.00%	99.20%	99.01%		99.70%	100.00%	
10 th grade	98.47%	100.00%		98.93%	99.30%	98.53%	100.00%		99.01%	99.44%	
Proficiency rate (all assessment types)											
3 rd grade	43.00%	45.56%	41.80%	68.36%	71.48%	39.13%	42.60%	47.40%	68.60%	65.36%	
4 th grade	34.43%	38.42%		67.09%	71.24%	33.84%	37.17%		73.54%	74.72%	
5 th grade	31.65%	29.94%		62.50%	62.90%	26.70%	19.77%		63.98%	58.82%	
6 th grade	29.93%	35.63%		66.30%	73.82%	28.07%	25.63%		66.12%	66.09%	
7 th grade	26.73%	30.00%		62.09%	60.06%	23.34%	21.76%		63.97%	54.56%	
8 th grade	21.74%	28.71%		58.44%	65.37%	19.66%	20.79%		62.01%	64.46%	
10 th grade	31.31%	34.62%		65.74%	69.44%	27.85%	32.69%		59.05%	55.34%	

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	12.59%	5.17%	10.43%	4.25%
Suspensions Out-of-School	14.75%	10.56%	10.15%	6.04%
Expulsions In-School	0.39%	0.13%	0.37%	0.04%
Expulsions Out-of-School	0.08%	0.09%	0.46%	0.14%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	13	0.62%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	64.16%	57.76%
Inside Regular Class 40-79% of day	22.58%	22.58%	
Inside Regular Class less than 40% of day	16.11%	11.47%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.21%	
Homebound/Hospital	0.85%	1.58%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.79%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	75.12%	
In the Regular Early Childhood Program 40-79% of time	15.93%	3.90%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	9.27%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	2.93%	
Service Provider Location	3.05%	8.78%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	4.81%	
Students Ages 3-21 Received ESYP Services	86.96%	89.52%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	90.14%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Iberville Parish
Total Public Population: 4,262

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	13.28%		
Gifted/Talented Students ^a	3.28%	1.71%		
Regular Education Students ^a	83.76%	85.01%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	24.19%		18.00%
GED/Skills Options	10.76%	6.45%		
Certificate of Achievement	5.80%	6.45%		
Dropped Out	28.97%	24.19%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	8.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	12.62%		
Participated in On-Level Assessment (grades 3-11)	82.72%	78.46%	99.74%	99.90%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	96.15%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	92.31%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	45.00%	75.03%	67.23%
Proficient LEAP 4 th grade Math	38.55%	32.50%	68.77%	52.77%
Proficient LEAP 8 th grade ELA	16.96%	16.00%	63.69%	55.82%
Proficient LEAP 8 th grade Math	21.90%	12.50%	60.10%	42.97%
Proficient GEE ELA	12.76%	0.00%	59.67%	51.96%
Proficient GEE Math	21.65%	10.00%	66.48%	60.67%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	99.64%	99.87%	100.00%		99.93%	99.64%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	99.64%	99.19%	100.00%		99.76%	99.64%
7 th grade	98.59%	100.00%		99.61%	98.63%	98.69%	100.00%		99.65%	98.28%
8 th grade	99.15%	93.62%		99.68%	100.00%	99.20%	95.74%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	22.22%	41.80%	68.36%	57.54%	39.13%	20.00%	47.40%	68.60%	58.60%
4 th grade	34.43%	25.76%		67.09%	48.01%	33.84%	31.82%		73.54%	63.18%
5 th grade	31.65%	26.83%		62.50%	46.28%	26.70%	17.07%		63.98%	52.07%
6 th grade	29.93%	19.64%		66.30%	52.71%	28.07%	33.93%		66.12%	53.43%
7 th grade	26.73%	9.76%		62.09%	44.18%	23.34%	19.51%		63.97%	48.45%
8 th grade	21.74%	14.89%		58.44%	42.80%	19.66%	21.28%		62.01%	55.64%
10 th grade	31.31%	42.86%		65.74%	60.67%	27.85%	47.62%		59.05%	51.96%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	12.59%	6.03%	10.43%	7.26%
Suspensions Out-of-School	14.75%	22.47%	10.15%	15.30%
Expulsions In-School	0.39%	0.00%	0.37%	0.02%
Expulsions Out-of-School	0.08%	0.00%	0.46%	1.06%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	10	1.80%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	57.37%	57.76%
Inside Regular Class 40-79% of day	22.58%	28.29%	
Inside Regular Class less than 40% of day	16.11%	12.97%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.38%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.38%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	52.17%	
In the Regular Early Childhood Program 40-79% of time	15.93%	34.78%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	13.04%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	50.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	100.00%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	7.53%	
Students Ages 3-21 Received ESYP Services	86.96%	97.73%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	50.00%	
Ages 6 to 21	66.18%	83.33%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Jackson Parish
Total Public Population: 2,210

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	10.77%		
Gifted/Talented Students ^a	3.28%	2.53%		
Regular Education Students ^a	83.76%	86.70%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	36.00%		18.00%
GED/Skills Options	10.76%	16.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	4.72%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	5.51%		
Participated in On-Level Assessment (grades 3-11)	82.72%	89.76%	99.74%	99.84%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	41.67%	75.03%	76.16%
Proficient LEAP 4 th grade Math	38.55%	50.00%	68.77%	70.20%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	59.73%
Proficient LEAP 8 th grade Math	21.90%	37.50%	60.10%	50.34%
Proficient GEE ELA	12.76%	28.57%	59.67%	68.33%
Proficient GEE Math	21.65%	57.14%	66.48%	67.50%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	99.39%	99.62%	100.00%		99.91%	99.39%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	99.34%	99.20%	100.00%		99.70%	99.34%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	47.83%	41.80%	68.36%	71.07%	39.13%	52.17%	47.40%	68.60%	78.62%
4 th grade	34.43%	56.25%		67.09%	68.79%	33.84%	43.75%		73.54%	73.89%
5 th grade	31.65%	47.62%		62.50%	58.79%	26.70%	28.57%		63.98%	60.61%
6 th grade	29.93%	28.57%		66.30%	74.65%	28.07%	21.43%		66.12%	78.87%
7 th grade	26.73%	56.00%		62.09%	56.64%	23.34%	36.00%		63.97%	74.13%
8 th grade	21.74%	33.33%		58.44%	50.00%	19.66%	0.00%		62.01%	59.87%
10 th grade	31.31%	57.14%		65.74%	67.50%	27.85%	28.57%		59.05%	68.33%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	12.63%		10.43%	9.52%
Suspensions Out-of-School	14.75%	11.26%		10.15%	10.50%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.36%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	2	0.85%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	88.46%	57.76%
Inside Regular Class 40-79% of day	22.58%	7.69%	
Inside Regular Class less than 40% of day	16.11%	3.37%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.48%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.48%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	55.56%	
In the Regular Early Childhood Program 40-79% of time	15.93%	44.44%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.63%	
Students Ages 3-21 Received ESYP Services	86.96%	88.89%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Jefferson Parish
Total Public Population: 43,669

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	10.31%		
Gifted/Talented Students ^a	3.28%	4.25%		
Regular Education Students ^a	83.76%	85.44%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	22.88%	18.00%	
GED/Skills Options	10.76%	3.11%		
Certificate of Achievement	5.80%	16.38%		
Dropped Out	28.97%	20.62%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	10.27%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	6.00%		
Participated in On-Level Assessment (grades 3-11)	82.72%	83.41%	99.74%	99.82%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	99.96%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	99.93%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	99.89%
Participated in On-Level Assessment – 8 th grade Math	99.56%	99.66%	99.86%	99.93%
Participated in On-Level Assessment – GEE ELA	98.88%	99.49%	99.19%	99.70%
Participated in On-Level Assessment – GEE Math	98.88%	98.98%	99.16%	99.57%
Proficient LEAP 4 th grade ELA	37.01%	32.02%	75.03%	69.30%
Proficient LEAP 4 th grade Math	38.55%	34.65%	68.77%	61.98%
Proficient LEAP 8 th grade ELA	16.96%	12.97%	63.69%	56.26%
Proficient LEAP 8 th grade Math	21.90%	15.02%	60.10%	49.64%
Proficient GEE ELA	12.76%	6.67%	59.67%	53.63%
Proficient GEE Math	21.65%	14.95%	66.48%	56.73%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.90%	99.77%	100.00%	98.71%	99.92%	99.93%
4 th grade	99.87%	100.00%		99.93%	99.93%	99.87%	100.00%		99.93%	99.96%
5 th grade	99.61%	99.77%		99.90%	99.90%	99.62%	100.00%		99.91%	99.90%
6 th grade	99.09%	97.64%		99.74%	99.45%	99.19%	97.64%		99.76%	99.58%
7 th grade	98.59%	97.95%		99.61%	99.59%	98.69%	98.17%		99.65%	99.66%
8 th grade	99.15%	98.91%		99.68%	99.59%	99.20%	99.12%		99.70%	99.56%
10 th grade	98.47%	98.97%		98.93%	99.06%	98.53%	99.32%		99.01%	99.36%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	39.81%	41.80%	68.36%	61.93%	39.13%	34.83%	47.40%	68.60%	59.95%
4 th grade	34.43%	33.04%		67.09%	59.69%	33.84%	31.47%		73.54%	67.72%
5 th grade	31.65%	29.81%		62.50%	54.91%	26.70%	27.93%		63.98%	57.10%
6 th grade	29.93%	17.17%		66.30%	53.09%	28.07%	20.17%		66.12%	51.73%
7 th grade	26.73%	18.45%		62.09%	54.49%	23.34%	16.67%		63.97%	54.61%
8 th grade	21.74%	14.22%		58.44%	47.55%	19.66%	14.88%		62.01%	54.12%
10 th grade	31.31%	25.68%		65.74%	56.12%	27.85%	22.95%		59.05%	53.21%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	19.37%		10.43%	14.22%
Suspensions Out-of-School	14.75%	24.39%		10.15%	15.34%
Expulsions In-School	0.39%	0.13%		0.37%	0.17%
Expulsions Out-of-School	0.08%	0.18%		0.46%	1.51%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	123	2.70%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	42.35%	57.76%
Inside Regular Class 40-79% of day	22.58%	21.28%	
Inside Regular Class less than 40% of day	16.11%	34.84%	16.11%
Separate School	0.73%	1.50%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.02%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.53%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	51.28%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.93%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	43.85%	
Attending a Special Education Program – Separate School	0.02%	0.23%	
Attending a Special Education Program – Residential Facility	0.22%	0.23%	
Home	3.05%	3.48%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		no	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		*	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	57.14%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	60.00%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.65%	
Students Ages 3-21 Received ESYP Services	86.96%	62.15%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	60.08%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Jefferson Davis Parish
Total Public Population: 5,767

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	15.74%		
Gifted/Talented Students ^a	3.28%	1.92%		
Regular Education Students ^a	83.76%	82.33%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	18.92%		18.00%
GED/Skills Options	10.76%	35.14%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	5.55%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	17.38%		
Participated in On-Level Assessment (grades 3-11)	82.72%	77.08%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	56.16%	75.03%	84.80%
Proficient LEAP 4 th grade Math	38.55%	50.68%	68.77%	79.73%
Proficient LEAP 8 th grade ELA	16.96%	25.71%	63.69%	69.86%
Proficient LEAP 8 th grade Math	21.90%	31.43%	60.10%	68.17%
Proficient GEE ELA	12.76%	44.44%	59.67%	72.12%
Proficient GEE Math	21.65%	22.22%	66.48%	76.28%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	97.56%		99.74%	100.00%	99.19%	97.56%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	99.73%	99.20%	100.00%		99.70%	99.73%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	48.89%	41.80%	68.36%	82.80%	39.13%	54.44%	47.40%	68.60%	87.63%
4 th grade	34.43%	45.28%		67.09%	79.55%	33.84%	46.23%		73.54%	84.42%
5 th grade	31.65%	40.63%		62.50%	72.73%	26.70%	33.33%		63.98%	81.82%
6 th grade	29.93%	43.90%		66.30%	79.17%	28.07%	40.24%		66.12%	82.50%
7 th grade	26.73%	36.00%		62.09%	77.08%	23.34%	42.00%		63.97%	83.33%
8 th grade	21.74%	26.32%		58.44%	67.49%	19.66%	22.81%		62.01%	69.40%
10 th grade	31.31%	50.00%		65.74%	76.28%	27.85%	68.75%		59.05%	72.12%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	6.17%		10.43%	4.10%
Suspensions Out-of-School	14.75%	14.72%		10.15%	8.64%
Expulsions In-School	0.39%	1.61%		0.37%	0.58%
Expulsions Out-of-School	0.08%	0.19%		0.46%	0.13%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	4	0.43%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	55.64%	57.76%
Inside Regular Class 40-79% of day	22.58%	37.58%	
Inside Regular Class less than 40% of day	16.11%	5.94%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.85%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.85%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	47.62%	
In the Regular Early Childhood Program 40-79% of time	15.93%	3.81%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	47.62%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.95%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		no	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		*	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	80.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	1.04%	
Students Ages 3-21 Received ESYP Services	86.96%	90.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	90.57%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Lafayette Parish
Total Public Population: 30,068

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	11.39%		
Gifted/Talented Students ^a	3.28%	4.22%		
Regular Education Students ^a	83.76%	84.39%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	23.43%	18.00%	
GED/Skills Options	10.76%	3.96%		
Certificate of Achievement	5.80%	2.31%		
Dropped Out	28.97%	24.42%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.61%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	6.61%		
Participated in On-Level Assessment (grades 3-11)	82.72%	85.55%	99.74%	99.80%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	99.79%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	99.69%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.82%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.71%
Proficient LEAP 4 th grade ELA	37.01%	34.68%	75.03%	78.42%
Proficient LEAP 4 th grade Math	38.55%	36.77%	68.77%	74.22%
Proficient LEAP 8 th grade ELA	16.96%	17.95%	63.69%	68.72%
Proficient LEAP 8 th grade Math	21.90%	19.23%	60.10%	69.09%
Proficient GEE ELA	12.76%	5.71%	59.67%	66.61%
Proficient GEE Math	21.65%	28.99%	66.48%	74.88%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.90%	99.77%	99.65%	98.71%	99.92%	99.90%
4 th grade	99.87%	100.00%		99.93%	99.95%	99.87%	100.00%		99.93%	99.95%
5 th grade	99.61%	99.63%		99.90%	99.95%	99.62%	99.63%		99.91%	99.90%
6 th grade	99.09%	99.10%		99.74%	99.47%	99.19%	98.64%		99.76%	99.38%
7 th grade	98.59%	99.09%		99.61%	99.89%	98.69%	99.09%		99.65%	99.84%
8 th grade	99.15%	97.78%		99.68%	99.32%	99.20%	98.15%		99.70%	99.42%
10 th grade	98.47%	99.17%		98.93%	99.53%	98.53%	99.17%		99.01%	99.65%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	46.32%	41.80%	68.36%	74.07%	39.13%	42.46%	47.40%	68.60%	69.58%
4 th grade	34.43%	31.29%		67.09%	73.22%	33.84%	30.67%		73.54%	77.11%
5 th grade	31.65%	38.95%		62.50%	68.29%	26.70%	29.21%		63.98%	64.33%
6 th grade	29.93%	37.56%		66.30%	75.84%	28.07%	31.67%		66.12%	68.99%
7 th grade	26.73%	32.73%		62.09%	74.32%	23.34%	22.73%		63.97%	70.04%
8 th grade	21.74%	19.63%		58.44%	66.59%	19.66%	18.82%		62.01%	66.17%
10 th grade	31.31%	37.50%		65.74%	74.35%	27.85%	28.10%		59.05%	66.22%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	14.23%		10.43%	14.75%
Suspensions Out-of-School	14.75%	21.03%		10.15%	16.28%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.08%		0.46%	1.07%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	2	0.06%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	46.34%	57.76%
Inside Regular Class 40-79% of day	22.58%	30.59%	
Inside Regular Class less than 40% of day	16.11%	21.69%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.38%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.38%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	71.25%	
In the Regular Early Childhood Program 40-79% of time	15.93%	23.75%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	3.50%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	1.50%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	89.47%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.28%	
Students Ages 3-21 Received ESYP Services	86.96%	98.61%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	14.29%	
Ages 6 to 21	66.18%	56.85%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Lafourche Parish
Total Public Population: 14,568

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	12.64%		
Gifted/Talented Students ^a	3.28%	1.44%		
Regular Education Students ^a	83.76%	85.91%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	7.83%		18.00%
GED/Skills Options	10.76%	20.87%		
Certificate of Achievement	5.80%	6.96%		
Dropped Out	28.97%	38.26%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	11.86%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	2.55%		
Participated in On-Level Assessment (grades 3-11)	82.72%	85.59%	99.74%	99.95%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	99.90%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	99.90%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.88%
Participated in On-Level Assessment – GEE Math	98.88%	97.22%	99.16%	99.88%
Proficient LEAP 4 th grade ELA	37.01%	38.78%	75.03%	71.90%
Proficient LEAP 4 th grade Math	38.55%	39.80%	68.77%	67.35%
Proficient LEAP 8 th grade ELA	16.96%	9.72%	63.69%	60.86%
Proficient LEAP 8 th grade Math	21.90%	11.11%	60.10%	64.00%
Proficient GEE ELA	12.76%	13.89%	59.67%	61.52%
Proficient GEE Math	21.65%	31.43%	66.48%	70.91%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	99.21%		99.93%	100.00%	99.87%	99.21%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	99.90%	99.62%	99.35%		99.91%	99.90%
6 th grade	99.09%	100.00%		99.74%	99.89%	99.19%	100.00%		99.76%	99.89%
7 th grade	98.59%	99.06%		99.61%	99.89%	98.69%	99.06%		99.65%	99.89%
8 th grade	99.15%	100.00%		99.68%	99.72%	99.20%	100.00%		99.70%	99.72%
10 th grade	98.47%	98.44%		98.93%	99.77%	98.53%	100.00%		99.01%	99.77%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	38.13%	41.80%	68.36%	67.51%	39.13%	37.41%	47.40%	68.60%	66.24%
4 th grade	34.43%	37.30%		67.09%	66.13%	33.84%	38.10%		73.54%	70.22%
5 th grade	31.65%	38.71%		62.50%	63.89%	26.70%	23.23%		63.98%	59.98%
6 th grade	29.93%	34.91%		66.30%	66.17%	28.07%	25.47%		66.12%	60.49%
7 th grade	26.73%	35.85%		62.09%	63.19%	23.34%	33.96%		63.97%	60.53%
8 th grade	21.74%	17.89%		58.44%	62.06%	19.66%	13.68%		62.01%	58.72%
10 th grade	31.31%	50.00%		65.74%	70.75%	27.85%	42.19%		59.05%	61.38%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	20.91%		10.43%	19.81%
Suspensions Out-of-School	14.75%	12.63%		10.15%	9.62%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.05%		0.46%	0.46%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	48	2.60%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	71.36%	57.76%
Inside Regular Class 40-79% of day	22.58%	22.57%	
Inside Regular Class less than 40% of day	16.11%	5.61%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.46%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.46%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	91.29%	
In the Regular Early Childhood Program 40-79% of time	15.93%	4.19%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	2.26%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.65%	
Home	3.05%	1.61%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	87.50%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	7.83%	
Students Ages 3-21 Received ESYP Services	86.96%	84.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	0.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: LaSalle Parish
Total Public Population: 2,674

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	10.40%		
Gifted/Talented Students ^a	3.28%	1.27%		
Regular Education Students ^a	83.76%	88.33%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	57.14%		18.00%
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	4.76%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.02%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	6.77%		
Participated in On-Level Assessment (grades 3-11)	82.72%	87.22%	99.74%	99.94%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	36.36%	75.03%	80.22%
Proficient LEAP 4 th grade Math	38.55%	54.55%	68.77%	76.37%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	61.96%
Proficient LEAP 8 th grade Math	21.90%	18.18%	60.10%	58.15%
Proficient GEE ELA	12.76%	0.00%	59.67%	62.65%
Proficient GEE Math	21.65%	14.29%	66.48%	78.31%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	95.83%		99.90%	100.00%	99.62%	95.83%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	45.83%	41.80%	68.36%	87.25%	39.13%	50.00%	47.40%	68.60%	85.29%
4 th grade	34.43%	53.85%		67.09%	75.39%	33.84%	38.46%		73.54%	78.01%
5 th grade	31.65%	45.83%		62.50%	74.38%	26.70%	33.33%		63.98%	71.88%
6 th grade	29.93%	60.00%		66.30%	66.06%	28.07%	60.00%		66.12%	76.97%
7 th grade	26.73%	23.81%		62.09%	67.47%	23.34%	19.05%		63.97%	70.48%
8 th grade	21.74%	11.76%		58.44%	57.84%	19.66%	0.00%		62.01%	61.62%
10 th grade	31.31%	33.33%		65.74%	78.31%	27.85%	22.22%		59.05%	62.65%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	9.41%		10.43%	7.41%
Suspensions Out-of-School	14.75%	2.79%		10.15%	1.52%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.07%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	2	0.76%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	89.41%	57.76%
Inside Regular Class 40-79% of day	22.58%	5.51%	
Inside Regular Class less than 40% of day	16.11%	5.08%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	92.86%	
In the Regular Early Childhood Program 40-79% of time	15.93%	3.57%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	3.57%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.77%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	92.34%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Lincoln Parish
Total Public Population: 6,641

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	12.89%		
Gifted/Talented Students ^a	3.28%	3.03%		
Regular Education Students ^a	83.76%	84.08%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	18.75%	18.00%	
GED/Skills Options	10.76%	9.38%		
Certificate of Achievement	5.80%	7.81%		
Dropped Out	28.97%	42.19%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.01%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	7.35%		
Participated in On-Level Assessment (grades 3-11)	82.72%	86.41%	99.74%	99.91%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	31.67%	75.03%	74.02%
Proficient LEAP 4 th grade Math	38.55%	36.67%	68.77%	69.27%
Proficient LEAP 8 th grade ELA	16.96%	9.09%	63.69%	61.48%
Proficient LEAP 8 th grade Math	21.90%	15.15%	60.10%	60.38%
Proficient GEE ELA	12.76%	18.18%	59.67%	64.63%
Proficient GEE Math	21.65%	23.81%	66.48%	79.47%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	99.74%	99.62%	100.00%		99.91%	99.74%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	99.74%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	94.74%		98.93%	99.47%	98.53%	97.37%		99.01%	99.73%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	34.48%	41.80%	68.36%	73.60%	39.13%	29.31%	47.40%	68.60%	75.84%
4 th grade	34.43%	40.85%		67.09%	67.02%	33.84%	29.58%		73.54%	72.51%
5 th grade	31.65%	27.27%		62.50%	65.31%	26.70%	27.27%		63.98%	67.09%
6 th grade	29.93%	42.42%		66.30%	74.32%	28.07%	39.39%		66.12%	74.86%
7 th grade	26.73%	27.08%		62.09%	60.94%	23.34%	22.92%		63.97%	70.05%
8 th grade	21.74%	16.67%		58.44%	59.32%	19.66%	14.29%		62.01%	60.37%
10 th grade	31.31%	26.32%		65.74%	79.05%	27.85%	28.95%		59.05%	64.46%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	14.32%		10.43%	13.25%
Suspensions Out-of-School	14.75%	16.42%		10.15%	12.52%
Expulsions In-School	0.39%	0.11%		0.37%	0.07%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.15%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	8	0.97%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	73.72%	57.76%
Inside Regular Class 40-79% of day	22.58%	15.08%	
Inside Regular Class less than 40% of day	16.11%	9.82%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.38%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.38%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	74.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	26.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	100.00%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.63%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	66.67%	
Ages 6 to 21	66.18%	96.23%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Livingston Parish
Total Public Population: 23,156

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	13.66%		
Gifted/Talented Students ^a	3.28%	2.96%		
Regular Education Students ^a	83.76%	83.38%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	18.70%	18.00%	
GED/Skills Options	10.76%	9.13%		
Certificate of Achievement	5.80%	2.61%		
Dropped Out	28.97%	31.74%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	4.86%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	6.13%		
Participated in On-Level Assessment (grades 3-11)	82.72%	89.02%	99.74%	99.97%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.85%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.85%
Proficient LEAP 4 th grade ELA	37.01%	42.86%	75.03%	85.46%
Proficient LEAP 4 th grade Math	38.55%	47.29%	68.77%	81.29%
Proficient LEAP 8 th grade ELA	16.96%	25.00%	63.69%	78.31%
Proficient LEAP 8 th grade Math	21.90%	35.91%	60.10%	76.94%
Proficient GEE ELA	12.76%	13.16%	59.67%	66.16%
Proficient GEE Math	21.65%	20.18%	66.48%	74.88%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.93%	99.77%	100.00%	98.71%	99.92%	99.93%
4 th grade	99.87%	100.00%		99.93%	99.94%	99.87%	100.00%		99.93%	99.94%
5 th grade	99.61%	99.62%		99.90%	99.94%	99.62%	99.62%		99.91%	99.94%
6 th grade	99.09%	99.59%		99.74%	99.87%	99.19%	100.00%		99.76%	99.87%
7 th grade	98.59%	97.50%		99.61%	99.94%	98.69%	98.00%		99.65%	99.94%
8 th grade	99.15%	99.53%		99.68%	99.94%	99.20%	99.53%		99.70%	99.94%
10 th grade	98.47%	100.00%		98.93%	99.62%	98.53%	100.00%		99.01%	99.69%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	58.80%	41.80%	68.36%	84.83%	39.13%	54.08%	47.40%	68.60%	82.03%
4 th grade	34.43%	42.02%		67.09%	80.48%	33.84%	43.58%		73.54%	84.87%
5 th grade	31.65%	45.00%		62.50%	79.45%	26.70%	32.69%		63.98%	78.82%
6 th grade	29.93%	46.89%		66.30%	81.80%	28.07%	42.32%		66.12%	80.60%
7 th grade	26.73%	43.00%		62.09%	76.12%	23.34%	33.50%		63.97%	77.85%
8 th grade	21.74%	34.88%		58.44%	76.50%	19.66%	26.51%		62.01%	77.97%
10 th grade	31.31%	27.33%		65.74%	74.60%	27.85%	23.33%		59.05%	65.95%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.74%		10.43%	0.53%
Suspensions Out-of-School	14.75%	15.92%		10.15%	10.54%
Expulsions In-School	0.39%	0.03%		0.37%	0.01%
Expulsions Out-of-School	0.08%	0.26%		0.46%	0.75%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	14	0.46%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	67.43%	57.76%
Inside Regular Class 40-79% of day	22.58%	21.35%	
Inside Regular Class less than 40% of day	16.11%	9.77%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.45%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.45%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	64.10%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.27%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	35.11%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.53%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	69.57%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.00%	
Students Ages 3-21 Received ESYP Services	86.96%	88.64%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	76.19%	
Ages 6 to 21	66.18%	93.98%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Madison Parish
Total Public Population: 2,181

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	11.10%		
Gifted/Talented Students ^a	3.28%	0.37%		
Regular Education Students ^a	83.76%	88.54%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	5.26%		18.00%
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	15.79%		
Dropped Out	28.97%	15.79%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.37%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.00%		
Participated in On-Level Assessment (grades 3-11)	82.72%	93.63%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	99.21%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	38.46%	75.03%	62.90%
Proficient LEAP 4 th grade Math	38.55%	30.77%	68.77%	42.74%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	26.19%
Proficient LEAP 8 th grade Math	21.90%	5.56%	60.10%	32.80%
Proficient GEE ELA	12.76%	0.00%	59.67%	44.74%
Proficient GEE Math	21.65%	0.00%	66.48%	37.18%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	97.14%		99.68%	98.71%	99.20%	97.06%		99.70%	99.35%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	16.67%	41.80%	68.36%	29.58%	39.13%	27.78%	47.40%	68.60%	37.32%
4 th grade	34.43%	26.67%		67.09%	46.58%	33.84%	36.67%		73.54%	66.44%
5 th grade	31.65%	11.76%		62.50%	40.15%	26.70%	5.88%		63.98%	54.01%
6 th grade	29.93%	0.00%		66.30%	32.50%	28.07%	0.00%		66.12%	33.54%
7 th grade	26.73%	17.65%		62.09%	48.82%	23.34%	0.00%		63.97%	42.19%
8 th grade	21.74%	11.43%		58.44%	27.74%	19.66%	0.00%		62.01%	23.23%
10 th grade	31.31%	0.00%		65.74%	37.18%	27.85%	0.00%		59.05%	44.74%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	9.09%		10.43%	4.36%
Suspensions Out-of-School	14.75%	23.46%		10.15%	16.40%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	7	2.73%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	49.17%	57.76%
Inside Regular Class 40-79% of day	22.58%	23.75%	
Inside Regular Class less than 40% of day	16.11%	26.25%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.83%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.83%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	68.75%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	31.25%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	37.50%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.93%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	70.37%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Morehouse Parish
Total Public Population: 5,041

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	15.61%		
Gifted/Talented Students ^a	3.28%	0.97%		
Regular Education Students ^a	83.76%	83.42%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	15.71%		18.00%
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	2.86%		
Dropped Out	28.97%	8.57%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	9.54%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	4.36%		
Participated in On-Level Assessment (grades 3-11)	82.72%	85.83%	99.74%	99.69%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	97.62%	99.88%	99.66%
Participated in On-Level Assessment – 8 th grade Math	99.56%	95.24%	99.86%	99.66%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	29.17%	75.03%	55.83%
Proficient LEAP 4 th grade Math	38.55%	33.33%	68.77%	55.56%
Proficient LEAP 8 th grade ELA	16.96%	19.51%	63.69%	58.45%
Proficient LEAP 8 th grade Math	21.90%	17.50%	60.10%	52.53%
Proficient GEE ELA	12.76%	28.57%	59.67%	54.59%
Proficient GEE Math	21.65%	28.57%	66.48%	60.87%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	97.44%		99.90%	100.00%	99.62%	97.44%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	95.24%		99.61%	99.41%	98.69%	95.24%		99.65%	99.41%
8 th grade	99.15%	94.12%		99.68%	99.35%	99.20%	96.08%		99.70%	99.35%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	46.67%	41.80%	68.36%	55.65%	39.13%	34.67%	47.40%	68.60%	61.45%
4 th grade	34.43%	29.82%		67.09%	55.96%	33.84%	26.32%		73.54%	55.44%
5 th grade	31.65%	34.62%		62.50%	50.00%	26.70%	29.49%		63.98%	47.04%
6 th grade	29.93%	26.67%		66.30%	62.94%	28.07%	30.00%		66.12%	61.06%
7 th grade	26.73%	23.81%		62.09%	59.76%	23.34%	19.05%		63.97%	61.83%
8 th grade	21.74%	13.73%		58.44%	51.46%	19.66%	15.69%		62.01%	57.28%
10 th grade	31.31%	40.00%		65.74%	60.87%	27.85%	53.33%		59.05%	54.59%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	1.86%		10.43%	3.49%
Suspensions Out-of-School	14.75%	15.60%		10.15%	11.24%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.35%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	21	2.68%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	73.64%	57.76%
Inside Regular Class 40-79% of day	22.58%	11.82%	
Inside Regular Class less than 40% of day	16.11%	12.12%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	2.42%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	2.42%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	38.21%	
In the Regular Early Childhood Program 40-79% of time	15.93%	36.59%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	25.20%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.00%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	77.78%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	8.70%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	6.35%	
Students Ages 3-21 Received ESYP Services	86.96%	88.46%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	93.48%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Natchitoches Parish
Total Public Population: 6,951

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	12.85%		
Gifted/Talented Students ^a	3.28%	3.68%		
Regular Education Students ^a	83.76%	83.47%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	18.18%	18.00%	
GED/Skills Options	10.76%	9.09%		
Certificate of Achievement	5.80%	11.36%		
Dropped Out	28.97%	47.73%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.68%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	1.66%		
Participated in On-Level Assessment (grades 3-11)	82.72%	88.38%	99.74%	98.84%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	99.78%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	99.78%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	99.04%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	98.80%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.10%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	98.80%
Proficient LEAP 4 th grade ELA	37.01%	28.13%	75.03%	64.10%
Proficient LEAP 4 th grade Math	38.55%	28.13%	68.77%	62.33%
Proficient LEAP 8 th grade ELA	16.96%	7.84%	63.69%	55.37%
Proficient LEAP 8 th grade Math	21.90%	9.80%	60.10%	50.37%
Proficient GEE ELA	12.76%	0.00%	59.67%	53.78%
Proficient GEE Math	21.65%	5.00%	66.48%	58.48%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA					
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.78%	99.77%	100.00%	98.71%	99.92%	99.78%	
4 th grade	99.87%	100.00%		99.93%	99.79%	99.87%	100.00%		99.93%	99.79%	
5 th grade	99.61%	99.05%		99.90%	99.56%	99.62%	99.05%		99.91%	99.56%	
6 th grade	99.09%	95.56%		99.74%	99.30%	99.19%	95.56%		99.76%	99.07%	
7 th grade	98.59%	94.34%		99.61%	97.94%	98.69%	94.34%		99.65%	97.94%	
8 th grade	99.15%	100.00%		99.68%	98.59%	99.20%	100.00%		99.70%	98.83%	
10 th grade	98.47%	100.00%		98.93%	98.80%	98.53%	100.00%		99.01%	99.10%	
Proficiency rate (all assessment types)											
3 rd grade	43.00%	50.00%	41.80%	68.36%	61.76%	39.13%	35.71%	47.40%	68.60%	60.44%	
4 th grade	34.43%	26.67%		67.09%	60.50%	33.84%	29.33%		73.54%	62.58%	
5 th grade	31.65%	19.05%		62.50%	51.43%	26.70%	15.24%		63.98%	54.53%	
6 th grade	29.93%	26.67%		66.30%	57.24%	28.07%	24.44%		66.12%	59.58%	
7 th grade	26.73%	22.64%		62.09%	53.67%	23.34%	26.42%		63.97%	58.49%	
8 th grade	21.74%	12.50%		58.44%	48.59%	19.66%	8.93%		62.01%	53.52%	
10 th grade	31.31%	29.03%		65.74%	57.78%	27.85%	22.58%		59.05%	53.29%	

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	12.59%	13.87%	10.43%	10.40%
Suspensions Out-of-School	14.75%	20.17%	10.15%	12.81%
Expulsions In-School	0.39%	0.68%	0.37%	0.60%
Expulsions Out-of-School	0.08%	0.19%	0.46%	0.33%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	48	5.56%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	31.44%	57.76%
Inside Regular Class 40-79% of day	22.58%	52.23%	
Inside Regular Class less than 40% of day	16.11%	14.57%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.75%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.75%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	50.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	13.93%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	36.07%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		no	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		no	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	77.78%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	4.44%	
Students Ages 3-21 Received ESYP Services	86.96%	68.42%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	83.27%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Orleans Parish
Total Public Population: 9,059

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	5.13%		
Gifted/Talented Students ^a	3.28%	20.30%		
Regular Education Students ^a	83.76%	74.57%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	32.61%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	6.52%		
Dropped Out	28.97%	6.52%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	13.88%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	4.27%		
Participated in On-Level Assessment (grades 3-11)	82.72%	81.49%	99.74%	99.42%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	95.00%	99.88%	99.62%
Participated in On-Level Assessment – 8 th grade Math	99.56%	95.00%	99.86%	99.62%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	98.43%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	98.43%
Proficient LEAP 4 th grade ELA	37.01%	53.13%	75.03%	81.86%
Proficient LEAP 4 th grade Math	38.55%	50.00%	68.77%	76.11%
Proficient LEAP 8 th grade ELA	16.96%	26.32%	63.69%	69.08%
Proficient LEAP 8 th grade Math	21.90%	21.05%	60.10%	61.41%
Proficient GEE ELA	12.76%	21.05%	59.67%	63.50%
Proficient GEE Math	21.65%	28.21%	66.48%	68.04%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	95.24%		99.74%	100.00%	99.19%	95.24%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	99.57%	98.69%	100.00%		99.65%	99.35%
8 th grade	99.15%	96.55%		99.68%	99.26%	99.20%	96.55%		99.70%	99.26%
10 th grade	98.47%	100.00%		98.93%	98.34%	98.53%	100.00%		99.01%	98.34%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	44.00%	41.80%	68.36%	72.21%	39.13%	40.00%	47.40%	68.60%	75.58%
4 th grade	34.43%	52.94%		67.09%	75.77%	33.84%	55.88%		73.54%	81.72%
5 th grade	31.65%	37.93%		62.50%	64.48%	26.70%	37.93%		63.98%	68.37%
6 th grade	29.93%	42.86%		66.30%	77.37%	28.07%	52.38%		66.12%	74.57%
7 th grade	26.73%	48.57%		62.09%	67.96%	23.34%	45.71%		63.97%	70.32%
8 th grade	21.74%	17.24%		58.44%	60.52%	19.66%	24.14%		62.01%	67.78%
10 th grade	31.31%	38.00%		65.74%	66.79%	27.85%	32.65%		59.05%	62.38%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	2.00%		10.43%	2.44%
Suspensions Out-of-School	14.75%	9.62%		10.15%	7.66%
Expulsions In-School	0.39%	0.36%		0.37%	0.04%
Expulsions Out-of-School	0.08%	0.54%		0.46%	0.31%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	37	8.41%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	55.45%	57.76%
Inside Regular Class 40-79% of day	22.58%	27.72%	
Inside Regular Class less than 40% of day	16.11%	16.09%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.74%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.74%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	36.11%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	63.89%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.00%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	00.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.69%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	84.85%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Ouachita Parish
Total Public Population: 18,989

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	13.38%		
Gifted/Talented Students ^a	3.28%	5.24%		
Regular Education Students ^a	83.76%	81.38%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	23.11%	18.00%	
GED/Skills Options	10.76%	8.00%		
Certificate of Achievement	5.80%	2.67%		
Dropped Out	28.97%	0.89%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.99%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	16.06%		
Participated in On-Level Assessment (grades 3-11)	82.72%	74.08%	99.74%	99.51%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	99.67%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	99.67%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.65%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.82%
Proficient LEAP 4 th grade ELA	37.01%	57.06%	75.03%	88.45%
Proficient LEAP 4 th grade Math	38.55%	57.06%	68.77%	86.31%
Proficient LEAP 8 th grade ELA	16.96%	26.19%	63.69%	77.60%
Proficient LEAP 8 th grade Math	21.90%	26.40%	60.10%	69.67%
Proficient GEE ELA	12.76%	14.29%	59.67%	67.37%
Proficient GEE Math	21.65%	31.58%	66.48%	75.33%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	99.52%	98.68%	99.91%	100.00%	99.77%	99.52%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	99.92%	99.62%	100.00%		99.91%	99.92%
6 th grade	99.09%	99.44%		99.74%	100.00%	99.19%	99.44%		99.76%	100.00%
7 th grade	98.59%	99.42%		99.61%	99.60%	98.69%	99.41%		99.65%	99.68%
8 th grade	99.15%	99.44%		99.68%	99.52%	99.20%	99.44%		99.70%	99.52%
10 th grade	98.47%	100.00%		98.93%	99.74%	98.53%	100.00%		99.01%	99.65%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	49.76%	41.80%	68.36%	88.41%	39.13%	52.66%	47.40%	68.60%	86.14%
4 th grade	34.43%	52.07%		67.09%	85.95%	33.84%	51.61%		73.54%	88.31%
5 th grade	31.65%	45.00%		62.50%	79.75%	26.70%	40.91%		63.98%	82.78%
6 th grade	29.93%	33.71%		66.30%	84.92%	28.07%	37.08%		66.12%	88.17%
7 th grade	26.73%	25.73%		62.09%	75.26%	23.34%	23.67%		63.97%	80.96%
8 th grade	21.74%	25.70%		58.44%	68.77%	19.66%	28.89%		62.01%	76.44%
10 th grade	31.31%	36.04%		65.74%	75.13%	27.85%	25.89%		59.05%	67.13%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	12.59%	5.53%	10.43%	5.04%
Suspensions Out-of-School	14.75%	16.04%	10.15%	8.85%
Expulsions In-School	0.39%	0.03%	0.37%	0.01%
Expulsions Out-of-School	0.08%	0.07%	0.46%	0.46%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	69	2.78%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	69.00%	57.76%
Inside Regular Class 40-79% of day	22.58%	22.63%	
Inside Regular Class less than 40% of day	16.11%	7.66%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.72%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.72%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	79.67%	
In the Regular Early Childhood Program 40-79% of time	15.93%	3.25%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	16.67%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.41%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		no	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		*	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	90.70%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.30%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	78.33%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Plaquemines Parish
Total Public Population: 3,610

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	10.22%		
Gifted/Talented Students ^a	3.28%	2.63%		
Regular Education Students ^a	83.76%	87.15%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	21.43%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	10.71%		
Dropped Out	28.97%	25.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	11.64%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	5.29%		
Participated in On-Level Assessment (grades 3-11)	82.72%	82.01%	99.74%	99.85%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.60%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.60%
Proficient LEAP 4 th grade ELA	37.01%	42.86%	75.03%	84.09%
Proficient LEAP 4 th grade Math	38.55%	28.57%	68.77%	83.18%
Proficient LEAP 8 th grade ELA	16.96%	16.67%	63.69%	73.64%
Proficient LEAP 8 th grade Math	21.90%	16.67%	60.10%	70.71%
Proficient GEE ELA	12.76%	26.32%	59.67%	64.08%
Proficient GEE Math	21.65%	15.79%	66.48%	67.76%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	96.00%		99.90%	100.00%	99.62%	96.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	94.44%		99.61%	100.00%	98.69%	94.44%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	96.30%		98.93%	99.19%	98.53%	96.30%		99.01%	99.19%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	38.46%	41.80%	68.36%	80.09%	39.13%	42.31%	47.40%	68.60%	80.09%
4 th grade	34.43%	30.00%		67.09%	80.95%	33.84%	33.33%		73.54%	82.68%
5 th grade	31.65%	32.00%		62.50%	74.19%	26.70%	24.00%		63.98%	68.28%
6 th grade	29.93%	40.74%		66.30%	75.00%	28.07%	40.74%		66.12%	67.67%
7 th grade	26.73%	33.33%		62.09%	72.07%	23.34%	38.89%		63.97%	77.03%
8 th grade	21.74%	16.00%		58.44%	68.53%	19.66%	12.00%		62.01%	71.31%
10 th grade	31.31%	18.52%		65.74%	66.94%	27.85%	29.63%		59.05%	63.31%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	12.59%	11.16%	10.43%	10.94%
Suspensions Out-of-School	14.75%	14.65%	10.15%	11.12%
Expulsions In-School	0.39%	0.47%	0.37%	0.47%
Expulsions Out-of-School	0.08%	0.23%	0.46%	0.26%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	5	1.55%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	57.14%	57.76%
Inside Regular Class 40-79% of day	22.58%	23.93%	
Inside Regular Class less than 40% of day	16.11%	17.50%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.43%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.43%	2.19%

Educational Environment (Ages 3-5) – Indicator 6^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	37.21%	
In the Regular Early Childhood Program 40-79% of time	15.93%	41.86%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	13.95%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	2.33%	
Service Provider Location	3.05%	4.65%	
	0.00%	0.00%	

Parental Involvement – Indicator 8^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12^j & 13^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	6.64%	
Students Ages 3-21 Received ESYP Services	86.96%	76.47%	
Highly Qualified Personnel (Special Education Teachers)^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	57.14%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Pointe Coupee Parish
Total Public Population: 2,992

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	16.95%		
Gifted/Talented Students ^a	3.28%	0.30%		
Regular Education Students ^a	83.76%	82.75%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	20.83%	18.00%	
GED/Skills Options	10.76%	62.50%		
Certificate of Achievement	5.80%	4.17%		
Dropped Out	28.97%	4.17%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.84%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	7.84%		
Participated in On-Level Assessment (grades 3-11)	82.72%	83.33%	99.74%	99.74%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	97.22%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	16.00%	75.03%	66.49%
Proficient LEAP 4 th grade Math	38.55%	20.00%	68.77%	55.85%
Proficient LEAP 8 th grade ELA	16.96%	11.11%	63.69%	50.84%
Proficient LEAP 8 th grade Math	21.90%	25.71%	60.10%	48.60%
Proficient GEE ELA	12.76%	23.08%	59.67%	50.00%
Proficient GEE Math	21.65%	15.38%	66.48%	69.75%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	99.43%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	97.50%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	98.35%	98.53%	100.00%		99.01%	98.33%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	26.47%	41.80%	68.36%	56.44%	39.13%	20.59%	47.40%	68.60%	60.40%
4 th grade	34.43%	23.53%		67.09%	54.23%	33.84%	17.65%		73.54%	66.17%
5 th grade	31.65%	25.00%		62.50%	45.00%	26.70%	18.18%		63.98%	52.50%
6 th grade	29.93%	20.83%		66.30%	54.29%	28.07%	16.67%		66.12%	65.24%
7 th grade	26.73%	17.02%		62.09%	48.28%	23.34%	14.89%		63.97%	52.30%
8 th grade	21.74%	30.00%		58.44%	47.54%	19.66%	17.50%		62.01%	50.27%
10 th grade	31.31%	25.00%		65.74%	68.60%	27.85%	37.50%		59.05%	49.17%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	17.86%		10.43%	14.03%
Suspensions Out-of-School	14.75%	27.99%		10.15%	16.57%
Expulsions In-School	0.39%	0.92%		0.37%	0.97%
Expulsions Out-of-School	0.08%	0.18%		0.46%	0.82%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	33	6.37%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	56.56%	57.76%
Inside Regular Class 40-79% of day	22.58%	26.67%	
Inside Regular Class less than 40% of day	16.11%	15.27%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.51%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.51%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	49.06%	
In the Regular Early Childhood Program 40-79% of time	15.93%	1.89%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	33.96%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	15.09%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	6.01%	
Students Ages 3-21 Received ESYP Services	86.96%	96.97%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	0.00%	
Ages 6 to 21	66.18%	73.53%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Rapides Parish
Total Public Population: 23,832

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	13.78%		
Gifted/Talented Students ^a	3.28%	1.63%		
Regular Education Students ^a	83.76%	84.59%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	14.86%		18.00%
GED/Skills Options	10.76%	19.26%		
Certificate of Achievement	5.80%	5.74%		
Dropped Out	28.97%	29.39%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	10.30%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	3.51%		
Participated in On-Level Assessment (grades 3-11)	82.72%	85.71%	99.74%	99.80%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	98.91%	99.88%	99.71%
Participated in On-Level Assessment – 8 th grade Math	99.56%	98.91%	99.86%	99.64%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.69%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.54%
Proficient LEAP 4 th grade ELA	37.01%	50.00%	75.03%	82.73%
Proficient LEAP 4 th grade Math	38.55%	55.56%	68.77%	80.47%
Proficient LEAP 8 th grade ELA	16.96%	22.53%	63.69%	69.84%
Proficient LEAP 8 th grade Math	21.90%	29.12%	60.10%	56.26%
Proficient GEE ELA	12.76%	29.17%	59.67%	63.36%
Proficient GEE Math	21.65%	26.39%	66.48%	66.80%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.87%	99.77%	100.00%	98.71%	99.92%	99.87%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	98.55%		99.74%	99.74%	99.19%	99.28%		99.76%	99.73%
7 th grade	98.59%	98.29%		99.61%	99.52%	98.69%	98.29%		99.65%	99.72%
8 th grade	99.15%	98.27%		99.68%	99.57%	99.20%	98.27%		99.70%	99.64%
10 th grade	98.47%	100.00%		98.93%	99.31%	98.53%	100.00%		99.01%	99.46%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	47.50%	41.80%	68.36%	78.21%	39.13%	44.58%	47.40%	68.60%	79.57%
4 th grade	34.43%	48.84%		67.09%	80.10%	33.84%	44.96%		73.54%	82.10%
5 th grade	31.65%	33.45%		62.50%	64.27%	26.70%	35.19%		63.98%	70.20%
6 th grade	29.93%	28.26%		66.30%	67.22%	28.07%	28.99%		66.12%	71.17%
7 th grade	26.73%	27.35%		62.09%	62.26%	23.34%	32.05%		63.97%	66.07%
8 th grade	21.74%	27.27%		58.44%	55.59%	19.66%	25.54%		62.01%	69.05%
10 th grade	31.31%	42.74%		65.74%	66.33%	27.85%	48.39%		59.05%	63.02%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	10.00%		10.43%	7.84%
Suspensions Out-of-School	14.75%	14.55%		10.15%	8.87%
Expulsions In-School	0.39%	0.08%		0.37%	0.04%
Expulsions Out-of-School	0.08%	0.14%		0.46%	0.25%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	12	0.36%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	52.72%	57.76%
Inside Regular Class 40-79% of day	22.58%	30.96%	
Inside Regular Class less than 40% of day	16.11%	11.03%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	3.78%	
Homebound/Hospital	0.85%	1.50%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	5.28%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	36.20%	
In the Regular Early Childhood Program 40-79% of time	15.93%	9.20%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	54.30%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.30%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	79.31%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.50%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	72.73%	
Ages 6 to 21	66.18%	48.71%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Red River Parish
Total Public Population: 1,537

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	11.39%		
Gifted/Talented Students ^a	3.28%	0.33%		
Regular Education Students ^a	83.76%	88.29%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	9.52%	18.00%	
GED/Skills Options	10.76%	38.10%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	38.10%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	10.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	5.00%		
Participated in On-Level Assessment (grades 3-11)	82.72%	85.00%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	14.29%	75.03%	66.67%
Proficient LEAP 4 th grade Math	38.55%	14.29%	68.77%	66.67%
Proficient LEAP 8 th grade ELA	16.96%	10.00%	63.69%	57.00%
Proficient LEAP 8 th grade Math	21.90%	50.00%	60.10%	53.00%
Proficient GEE ELA	12.76%	0.00%	59.67%	53.42%
Proficient GEE Math	21.65%	0.00%	66.48%	68.49%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	50.00%	41.80%	68.36%	64.84%	39.13%	30.00%	47.40%	68.60%	63.74%
4 th grade	34.43%	26.32%		67.09%	64.76%	33.84%	21.05%		73.54%	66.67%
5 th grade	31.65%	0.00%		62.50%	62.20%	26.70%	75.00%		63.98%	58.54%
6 th grade	29.93%	26.67%		66.30%	50.00%	28.07%	33.33%		66.12%	58.93%
7 th grade	26.73%	0.00%		62.09%	43.96%	23.34%	0.00%		63.97%	49.45%
8 th grade	21.74%	46.15%		58.44%	48.65%	19.66%	15.38%		62.01%	53.15%
10 th grade	31.31%	12.50%		65.74%	68.49%	27.85%	12.50%		59.05%	53.42%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	21.15%		10.43%	20.09%
Suspensions Out-of-School	14.75%	9.68%		10.15%	5.94%
Expulsions In-School	0.39%	0.00%		0.37%	1.05%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.77%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	2	1.10%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	57.32%	57.76%
Inside Regular Class 40-79% of day	22.58%	35.98%	
Inside Regular Class less than 40% of day	16.11%	5.49%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.22%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.22%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	70.59%	
In the Regular Early Childhood Program 40-79% of time	15.93%	29.41%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESY Services	3.66%	2.96%	
Students Ages 3-21 Received ESY Services	86.96%	66.67%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Richland Parish
Total Public Population: 3,372

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	13.55%		
Gifted/Talented Students ^a	3.28%	1.39%		
Regular Education Students ^a	83.76%	85.05%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	11.43%		18.00%
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	25.71%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	4.31%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	16.38%		
Participated in On-Level Assessment (grades 3-11)	82.72%	79.31%	99.74%	99.89%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	7.69%	75.03%	60.56%
Proficient LEAP 4 th grade Math	38.55%	11.54%	68.77%	65.57%
Proficient LEAP 8 th grade ELA	16.96%	11.11%	63.69%	52.91%
Proficient LEAP 8 th grade Math	21.90%	11.11%	60.10%	51.12%
Proficient GEE ELA	12.76%	18.18%	59.67%	51.35%
Proficient GEE Math	21.65%	27.27%	66.48%	65.95%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	97.37%		99.90%	100.00%	99.62%	97.37%		99.91%	100.00%
6 th grade	99.09%	97.30%		99.74%	100.00%	99.19%	97.30%		99.76%	100.00%
7 th grade	98.59%	95.00%		99.61%	99.59%	98.69%	95.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	97.88%	98.53%	100.00%		99.01%	97.37%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	18.60%	41.80%	68.36%	48.37%	39.13%	18.60%	47.40%	68.60%	48.84%
4 th grade	34.43%	10.00%		67.09%	64.55%	33.84%	6.67%		73.54%	60.45%
5 th grade	31.65%	5.26%		62.50%	57.60%	26.70%	10.53%		63.98%	55.76%
6 th grade	29.93%	13.51%		66.30%	64.96%	28.07%	13.51%		66.12%	57.69%
7 th grade	26.73%	10.00%		62.09%	61.48%	23.34%	5.00%		63.97%	58.61%
8 th grade	21.74%	16.00%		58.44%	50.89%	19.66%	16.00%		62.01%	52.68%
10 th grade	31.31%	28.57%		65.74%	64.55%	27.85%	28.57%		59.05%	50.00%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	4.99%		10.43%	2.62%
Suspensions Out-of-School	14.75%	20.36%		10.15%	13.09%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.23%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	21	4.91%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	55.53%	57.76%
Inside Regular Class 40-79% of day	22.58%	28.57%	
Inside Regular Class less than 40% of day	16.11%	14.82%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.08%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.08%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	49.12%	
In the Regular Early Childhood Program 40-79% of time	15.93%	31.58%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	3.51%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	15.79%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.55%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	60.71%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Sabine Parish
Total Public Population: 4,209

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	14.21%		
Gifted/Talented Students ^a	3.28%	2.00%		
Regular Education Students ^a	83.76%	83.80%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	27.03%		18.00%
GED/Skills Options	10.76%	18.92%		
Certificate of Achievement	5.80%	5.41%		
Dropped Out	28.97%	29.73%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.10%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	8.02%		
Participated in On-Level Assessment (grades 3-11)	82.72%	84.88%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	86.67%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	86.67%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	14.29%	75.03%	75.41%
Proficient LEAP 4 th grade Math	38.55%	25.00%	68.77%	69.67%
Proficient LEAP 8 th grade ELA	16.96%	10.34%	63.69%	66.27%
Proficient LEAP 8 th grade Math	21.90%	10.34%	60.10%	57.25%
Proficient GEE ELA	12.76%	23.08%	59.67%	58.65%
Proficient GEE Math	21.65%	23.08%	66.48%	72.93%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	97.87%	98.68%	99.91%	100.00%	99.77%	97.87%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	99.62%	99.87%	100.00%		99.93%	99.62%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	95.92%		99.68%	100.00%	99.20%	95.92%		99.70%	100.00%
10 th grade	98.47%	89.47%		98.93%	100.00%	98.53%	89.47%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	38.30%	41.80%	68.36%	68.85%	39.13%	29.79%	47.40%	68.60%	70.00%
4 th grade	34.43%	25.42%		67.09%	68.30%	33.84%	18.64%		73.54%	73.96%
5 th grade	31.65%	23.08%		62.50%	58.72%	26.70%	12.82%		63.98%	66.81%
6 th grade	29.93%	26.19%		66.30%	76.57%	28.07%	23.81%		66.12%	74.06%
7 th grade	26.73%	29.17%		62.09%	66.93%	23.34%	33.33%		63.97%	76.77%
8 th grade	21.74%	16.33%		58.44%	56.59%	19.66%	16.33%		62.01%	65.50%
10 th grade	31.31%	26.32%		65.74%	72.93%	27.85%	26.32%		59.05%	58.65%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	12.26%		10.43%	5.93%
Suspensions Out-of-School	14.75%	19.11%		10.15%	8.47%
Expulsions In-School	0.39%	1.11%		0.37%	0.59%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.10%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	9	1.45%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	61.63%	57.76%
Inside Regular Class 40-79% of day	22.58%	29.48%	
Inside Regular Class less than 40% of day	16.11%	8.70%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.18%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.18%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	54.39%	
In the Regular Early Childhood Program 40-79% of time	15.93%	10.53%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	31.58%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	3.51%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	100.00%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	5.38%	
Students Ages 3-21 Received ESYP Services	86.96%	80.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	69.23%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: St. Bernard Parish
Total Public Population: 3,752

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	10.55%		
Gifted/Talented Students ^a	3.28%	2.99%		
Regular Education Students ^a	83.76%	86.46%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	27.69%	18.00%	
GED/Skills Options	10.76%	20.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	30.77%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.25%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	6.87%		
Participated in On-Level Assessment (grades 3-11)	82.72%	85.88%	99.74%	99.95%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	12.50%	75.03%	65.77%
Proficient LEAP 4 th grade Math	38.55%	41.67%	68.77%	75.68%
Proficient LEAP 8 th grade ELA	16.96%	3.57%	63.69%	58.14%
Proficient LEAP 8 th grade Math	21.90%	10.71%	60.10%	58.91%
Proficient GEE ELA	12.76%	11.11%	59.67%	68.40%
Proficient GEE Math	21.65%	16.67%	66.48%	74.57%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	97.06%		99.61%	100.00%	98.69%	97.06%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	21.88%	41.80%	68.36%	63.29%	39.13%	25.00%	47.40%	68.60%	62.32%
4 th grade	34.43%	37.84%		67.09%	75.00%	33.84%	21.62%		73.54%	65.18%
5 th grade	31.65%	14.81%		62.50%	65.12%	26.70%	11.11%		63.98%	67.91%
6 th grade	29.93%	28.21%		66.30%	64.76%	28.07%	23.08%		66.12%	66.08%
7 th grade	26.73%	29.41%		62.09%	57.14%	23.34%	23.53%		63.97%	53.68%
8 th grade	21.74%	16.67%		58.44%	56.93%	19.66%	11.11%		62.01%	55.84%
10 th grade	31.31%	19.05%		65.74%	74.57%	27.85%	19.05%		59.05%	68.40%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	14.67%		10.43%	6.00%
Suspensions Out-of-School	14.75%	18.39%		10.15%	11.64%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.21%		0.46%	0.12%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	65.14%	57.76%
Inside Regular Class 40-79% of day	22.58%	27.83%	
Inside Regular Class less than 40% of day	16.11%	7.03%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	100.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.00%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	50.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.00%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	85.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: St. Charles Parish

School Year: 2006-2007

Total Public Population: 9,652

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	11.08%		
Gifted/Talented Students ^a	3.28%	6.43%		
Regular Education Students ^a	83.76%	82.49%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	31.67%	18.00%	
GED/Skills Options	10.76%	8.33%		
Certificate of Achievement	5.80%	3.33%		
Dropped Out	28.97%	25.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.95%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	8.29%		
Participated in On-Level Assessment (grades 3-11)	82.72%	83.25%	99.74%	99.81%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	99.85%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.70%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.70%
Proficient LEAP 4 th grade ELA	37.01%	45.33%	75.03%	83.99%
Proficient LEAP 4 th grade Math	38.55%	36.00%	68.77%	73.84%
Proficient LEAP 8 th grade ELA	16.96%	17.65%	63.69%	73.19%
Proficient LEAP 8 th grade Math	21.90%	19.61%	60.10%	74.27%
Proficient GEE ELA	12.76%	34.78%	59.67%	68.98%
Proficient GEE Math	21.65%	52.17%	66.48%	81.65%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.84%	99.77%	100.00%	98.71%	99.92%	99.84%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	97.62%		99.74%	100.00%	99.19%	97.62%		99.76%	100.00%
7 th grade	98.59%	97.47%		99.61%	99.85%	98.69%	97.47%		99.65%	99.85%
8 th grade	99.15%	100.00%		99.68%	99.85%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	99.70%	98.53%	100.00%		99.01%	99.70%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	59.34%	41.80%	68.36%	79.01%	39.13%	51.65%	47.40%	68.60%	77.24%
4 th grade	34.43%	28.07%		67.09%	71.75%	33.84%	38.60%		73.54%	82.34%
5 th grade	31.65%	40.00%		62.50%	74.85%	26.70%	31.25%		63.98%	76.64%
6 th grade	29.93%	42.86%		66.30%	80.92%	28.07%	33.33%		66.12%	79.17%
7 th grade	26.73%	34.18%		62.09%	76.02%	23.34%	35.44%		63.97%	73.90%
8 th grade	21.74%	19.18%		58.44%	73.26%	19.66%	20.55%		62.01%	72.21%
10 th grade	31.31%	50.00%		65.74%	81.41%	27.85%	46.67%		59.05%	68.77%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	12.59%	22.27%	10.43%	18.04%
Suspensions Out-of-School	14.75%	2.10%	10.15%	1.72%
Expulsions In-School	0.39%	0.00%	0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%	0.46%	0.14%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	52.14%	57.76%
Inside Regular Class 40-79% of day	22.58%	34.00%	
Inside Regular Class less than 40% of day	16.11%	12.06%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.79%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.79%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	73.98%	
In the Regular Early Childhood Program 40-79% of time	15.93%	5.69%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	18.70%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	1.63%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	100.00%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	4.23%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	76.17%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: St. Helena Parish
Total Public Population: 1,276

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<p><u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement</p>	<p><u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes</p>
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	16.93%		
Gifted/Talented Students ^a	3.28%	0.39%		
Regular Education Students ^a	83.76%	82.68%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	13.04%	18.00%	
GED/Skills Options	10.76%	4.35%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	39.13%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	3.88%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.78%		
Participated in On-Level Assessment (grades 3-11)	82.72%	95.35%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	95.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	0.00%	75.03%	60.87%
Proficient LEAP 4 th grade Math	38.55%	18.18%	68.77%	50.72%
Proficient LEAP 8 th grade ELA	16.96%	5.26%	63.69%	25.00%
Proficient LEAP 8 th grade Math	21.90%	5.00%	60.10%	34.52%
Proficient GEE ELA	12.76%	0.00%	59.67%	26.09%
Proficient GEE Math	21.65%	75.00%	66.48%	71.01%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	98.85%	99.20%	95.45%		99.70%	98.85%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	15.38%	41.80%	68.36%	33.33%	39.13%	30.77%	47.40%	68.60%	48.00%
4 th grade	34.43%	21.43%		67.09%	51.39%	33.84%	0.00%		73.54%	59.72%
5 th grade	31.65%	4.35%		62.50%	15.38%	26.70%	0.00%		63.98%	14.29%
6 th grade	29.93%	11.11%		66.30%	26.76%	28.07%	5.56%		66.12%	29.58%
7 th grade	26.73%	0.00%		62.09%	18.46%	23.34%	0.00%		63.97%	26.15%
8 th grade	21.74%	13.64%		58.44%	33.33%	19.66%	13.64%		62.01%	24.14%
10 th grade	31.31%	75.00%		65.74%	71.01%	27.85%	0.00%		59.05%	26.09%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	26.77%		10.43%	18.75%
Suspensions Out-of-School	14.75%	15.75%		10.15%	10.36%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.51%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	6	2.61%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	61.50%	57.76%
Inside Regular Class 40-79% of day	22.58%	33.80%	
Inside Regular Class less than 40% of day	16.11%	2.82%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.88%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.88%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	76.47%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	23.53%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.00%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	50.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	5.88%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	0.00%	
Ages 6 to 21	66.18%	18.18%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: St. James Parish
Total Public Population: 4,149

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	12.32%		
Gifted/Talented Students ^a	3.28%	2.05%		
Regular Education Students ^a	83.76%	85.64%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	19.15%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	4.26%		
Dropped Out	28.97%	27.66%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	9.27%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	17.34%		
Participated in On-Level Assessment (grades 3-11)	82.72%	73.39%	99.74%	99.95%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	42.86%	75.03%	71.57%
Proficient LEAP 4 th grade Math	38.55%	34.29%	68.77%	66.67%
Proficient LEAP 8 th grade ELA	16.96%	9.52%	63.69%	62.73%
Proficient LEAP 8 th grade Math	21.90%	14.29%	60.10%	65.68%
Proficient GEE ELA	12.76%	25.00%	59.67%	64.50%
Proficient GEE Math	21.65%	12.50%	66.48%	84.03%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	99.58%	99.87%	100.00%		99.93%	99.58%
5 th grade	99.61%	100.00%		99.90%	99.59%	99.62%	100.00%		99.91%	99.59%
6 th grade	99.09%	100.00%		99.74%	99.17%	99.19%	100.00%		99.76%	99.58%
7 th grade	98.59%	100.00%		99.61%	99.65%	98.69%	100.00%		99.65%	99.65%
8 th grade	99.15%	96.55%		99.68%	99.31%	99.20%	96.55%		99.70%	99.31%
10 th grade	98.47%	90.00%		98.93%	100.00%	98.53%	90.00%		99.01%	99.62%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	42.11%	41.80%	68.36%	71.23%	39.13%	39.47%	47.40%	68.60%	70.78%
4 th grade	34.43%	29.41%		67.09%	64.14%	33.84%	41.18%		73.54%	70.46%
5 th grade	31.65%	28.57%		62.50%	59.92%	26.70%	10.71%		63.98%	65.70%
6 th grade	29.93%	21.95%		66.30%	70.42%	28.07%	17.07%		66.12%	63.33%
7 th grade	26.73%	31.25%		62.09%	65.72%	23.34%	25.00%		63.97%	61.13%
8 th grade	21.74%	24.14%		58.44%	64.24%	19.66%	20.69%		62.01%	61.11%
10 th grade	31.31%	20.00%		65.74%	84.03%	27.85%	20.00%		59.05%	64.26%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	11.83%		10.43%	7.41%
Suspensions Out-of-School	14.75%	19.48%		10.15%	15.73%
Expulsions In-School	0.39%	1.91%		0.37%	2.19%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.24%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	12	2.33%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	78.62%	57.76%
Inside Regular Class 40-79% of day	22.58%	13.30%	
Inside Regular Class less than 40% of day	16.11%	7.84%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.24%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.24%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	91.58%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	3.16%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	5.26%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	1.77%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	50.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: St. John the Baptist Parish
Total Public Population: 6,724

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	15.11%		
Gifted/Talented Students ^a	3.28%	1.96%		
Regular Education Students ^a	83.76%	82.93%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	14.46%	18.00%	
GED/Skills Options	10.76%	18.07%		
Certificate of Achievement	5.80%	6.02%		
Dropped Out	28.97%	37.35%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	9.85%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	3.85%		
Participated in On-Level Assessment (grades 3-11)	82.72%	86.08%	99.74%	99.77%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	96.77%	99.19%	98.62%
Participated in On-Level Assessment – GEE Math	98.88%	93.94%	99.16%	98.89%
Proficient LEAP 4 th grade ELA	37.01%	26.92%	75.03%	72.24%
Proficient LEAP 4 th grade Math	38.55%	25.49%	68.77%	61.29%
Proficient LEAP 8 th grade ELA	16.96%	10.81%	63.69%	65.14%
Proficient LEAP 8 th grade Math	21.90%	28.95%	60.10%	61.48%
Proficient GEE ELA	12.76%	0.00%	59.67%	46.22%
Proficient GEE Math	21.65%	16.13%	66.48%	54.34%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	98.68%		99.90%	100.00%	99.62%	98.68%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	99.79%	99.19%	100.00%		99.76%	99.79%
7 th grade	98.59%	98.46%		99.61%	99.78%	98.69%	98.46%		99.65%	99.78%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	95.74%		98.93%	98.35%	98.53%	97.78%		99.01%	98.08%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	36.51%	41.80%	68.36%	61.58%	39.13%	28.57%	47.40%	68.60%	61.34%
4 th grade	34.43%	29.07%		67.09%	59.45%	33.84%	32.56%		73.54%	70.84%
5 th grade	31.65%	30.26%		62.50%	55.37%	26.70%	28.95%		63.98%	60.33%
6 th grade	29.93%	17.33%		66.30%	56.01%	28.07%	20.00%		66.12%	57.39%
7 th grade	26.73%	32.31%		62.09%	58.35%	23.34%	23.08%		63.97%	56.32%
8 th grade	21.74%	31.82%		58.44%	58.35%	19.66%	12.12%		62.01%	61.92%
10 th grade	31.31%	40.43%		65.74%	53.44%	27.85%	31.11%		59.05%	45.33%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	25.25%		10.43%	21.13%
Suspensions Out-of-School	14.75%	22.08%		10.15%	15.13%
Expulsions In-School	0.39%	0.08%		0.37%	0.09%
Expulsions Out-of-School	0.08%	0.17%		0.46%	0.70%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	33	3.24%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	85.58%	57.76%
Inside Regular Class 40-79% of day	22.58%	5.45%	
Inside Regular Class less than 40% of day	16.11%	8.51%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.45%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.45%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	60.87%	
In the Regular Early Childhood Program 40-79% of time	15.93%	2.90%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	36.23%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.00%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	69.57%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.79%	
Students Ages 3-21 Received ESYP Services	86.96%	83.33%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	84.62%	
Ages 6 to 21	66.18%	60.67%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: St. Landry Parish
Total Public Population: 15,382

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	14.13%		
Gifted/Talented Students ^a	3.28%	1.70%		
Regular Education Students ^a	83.76%	84.16%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	18.24%	18.00%	
GED/Skills Options	10.76%	13.53%		
Certificate of Achievement	5.80%	5.88%		
Dropped Out	28.97%	28.24%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.64%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	3.91%		
Participated in On-Level Assessment (grades 3-11)	82.72%	89.45%	99.74%	99.90%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	99.66%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	99.66%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.87%
Proficient LEAP 4 th grade ELA	37.01%	40.13%	75.03%	82.31%
Proficient LEAP 4 th grade Math	38.55%	40.13%	68.77%	74.44%
Proficient LEAP 8 th grade ELA	16.96%	26.74%	63.69%	68.74%
Proficient LEAP 8 th grade Math	21.90%	30.59%	60.10%	61.45%
Proficient GEE ELA	12.76%	25.00%	59.67%	63.06%
Proficient GEE Math	21.65%	30.61%	66.48%	73.15%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	99.49%	98.68%	99.91%	99.61%	99.77%	99.49%	98.71%	99.92%	99.61%
4 th grade	99.87%	100.00%		99.93%	99.90%	99.87%	100.00%		99.93%	99.90%
5 th grade	99.61%	100.00%		99.90%	99.81%	99.62%	100.00%		99.91%	99.91%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	99.56%	98.69%	100.00%		99.65%	99.44%
8 th grade	99.15%	100.00%		99.68%	99.16%	99.20%	100.00%		99.70%	99.16%
10 th grade	98.47%	97.26%		98.93%	97.93%	98.53%	97.22%		99.01%	98.83%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	42.13%	41.80%	68.36%	68.38%	39.13%	37.06%	47.40%	68.60%	75.75%
4 th grade	34.43%	41.67%		67.09%	72.74%	33.84%	41.15%		73.54%	80.97%
5 th grade	31.65%	30.39%		62.50%	59.87%	26.70%	27.47%		63.98%	69.64%
6 th grade	29.93%	33.33%		66.30%	68.68%	28.07%	37.16%		66.12%	74.60%
7 th grade	26.73%	19.76%		62.09%	61.96%	23.34%	22.16%		63.97%	67.30%
8 th grade	21.74%	27.59%		58.44%	59.00%	19.66%	27.35%		62.01%	66.32%
10 th grade	31.31%	36.99%		65.74%	71.63%	27.85%	31.94%		59.05%	62.32%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	6.34%		10.43%	3.66%
Suspensions Out-of-School	14.75%	14.56%		10.15%	10.50%
Expulsions In-School	0.39%	1.60%		0.37%	0.68%
Expulsions Out-of-School	0.08%	0.41%		0.46%	0.40%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	24	1.11%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	55.87%	57.76%
Inside Regular Class 40-79% of day	22.58%	23.96%	
Inside Regular Class less than 40% of day	16.11%	18.61%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.56%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.56%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	61.38%	
In the Regular Early Childhood Program 40-79% of time	15.93%	32.52%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	6.10%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.61%	
Students Ages 3-21 Received ESYP Services	86.96%	84.21%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	87.50%	
Ages 6 to 21	66.18%	86.05%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: St. Martin Parish
Total Public Population: 8,595

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	12.68%		
Gifted/Talented Students ^a	3.28%	1.04%		
Regular Education Students ^a	83.76%	86.28%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	17.78%		18.00%
GED/Skills Options	10.76%	21.48%		
Certificate of Achievement	5.80%	1.48%		
Dropped Out	28.97%	22.22%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.68%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	4.22%		
Participated in On-Level Assessment (grades 3-11)	82.72%	89.10%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	42.25%	75.03%	67.89%
Proficient LEAP 4 th grade Math	38.55%	35.21%	68.77%	66.42%
Proficient LEAP 8 th grade ELA	16.96%	14.29%	63.69%	52.27%
Proficient LEAP 8 th grade Math	21.90%	20.00%	60.10%	53.25%
Proficient GEE ELA	12.76%	6.25%	59.67%	58.49%
Proficient GEE Math	21.65%	6.25%	66.48%	73.27%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	98.97%		99.90%	100.00%	99.62%	98.97%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	97.67%		98.93%	100.00%	98.53%	97.67%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	62.34%	41.80%	68.36%	80.75%	39.13%	55.84%	47.40%	68.60%	78.13%
4 th grade	34.43%	35.29%		67.09%	65.91%	33.84%	35.29%		73.54%	67.48%
5 th grade	31.65%	25.77%		62.50%	52.50%	26.70%	15.46%		63.98%	49.54%
6 th grade	29.93%	38.16%		66.30%	61.44%	28.07%	30.26%		66.12%	60.49%
7 th grade	26.73%	25.76%		62.09%	54.51%	23.34%	15.15%		63.97%	56.91%
8 th grade	21.74%	25.93%		58.44%	51.86%	19.66%	24.07%		62.01%	51.12%
10 th grade	31.31%	23.26%		65.74%	73.27%	27.85%	23.26%		59.05%	58.49%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	10.33%		10.43%	9.79%
Suspensions Out-of-School	14.75%	15.38%		10.15%	12.78%
Expulsions In-School	0.39%	2.87%		0.37%	2.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.22%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	0.09%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	66.25%	57.76%
Inside Regular Class 40-79% of day	22.58%	20.77%	
Inside Regular Class less than 40% of day	16.11%	10.70%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	2.18%	
Correctional Facilities	0.17%	0.10%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	2.18%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	33.33%	
In the Regular Early Childhood Program 40-79% of time	15.93%	60.87%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	1.45%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	4.35%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	100.00%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.27%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	73.33%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: St. Mary Parish
Total Public Population: 9,792

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	15.36%		
Gifted/Talented Students ^a	3.28%	3.34%		
Regular Education Students ^a	83.76%	81.30%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	15.44%		18.00%
GED/Skills Options	10.76%	13.42%		
Certificate of Achievement	5.80%	3.36%		
Dropped Out	28.97%	44.97%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.46%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	3.67%		
Participated in On-Level Assessment (grades 3-11)	82.72%	89.62%	99.74%	99.81%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	99.82%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	99.82%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	99.83%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.36%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.04%
Proficient LEAP 4 th grade ELA	37.01%	18.09%	75.03%	72.06%
Proficient LEAP 4 th grade Math	38.55%	22.34%	68.77%	66.26%
Proficient LEAP 8 th grade ELA	16.96%	20.00%	63.69%	63.71%
Proficient LEAP 8 th grade Math	21.90%	28.57%	60.10%	63.94%
Proficient GEE ELA	12.76%	5.56%	59.67%	55.77%
Proficient GEE Math	21.65%	33.33%	66.48%	68.44%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	99.85%	99.87%	100.00%		99.93%	99.85%
5 th grade	99.61%	98.73%		99.90%	99.80%	99.62%	98.73%		99.91%	100.00%
6 th grade	99.09%	98.57%		99.74%	100.00%	99.19%	99.29%		99.76%	100.00%
7 th grade	98.59%	97.69%		99.61%	99.84%	98.69%	97.69%		99.65%	99.84%
8 th grade	99.15%	100.00%		99.68%	99.53%	99.20%	100.00%		99.70%	99.53%
10 th grade	98.47%	97.87%		98.93%	98.89%	98.53%	97.87%		99.01%	99.21%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	35.34%	41.80%	68.36%	67.18%	39.13%	27.07%	47.40%	68.60%	63.10%
4 th grade	34.43%	23.38%		67.09%	64.92%	33.84%	20.13%		73.54%	70.01%
5 th grade	31.65%	29.11%		62.50%	66.53%	26.70%	20.25%		63.98%	61.09%
6 th grade	29.93%	23.57%		66.30%	62.46%	28.07%	17.14%		66.12%	57.81%
7 th grade	26.73%	23.08%		62.09%	63.26%	23.34%	15.38%		63.97%	56.28%
8 th grade	21.74%	24.10%		58.44%	61.42%	19.66%	20.48%		62.01%	61.16%
10 th grade	31.31%	34.04%		65.74%	67.68%	27.85%	14.89%		59.05%	55.33%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	19.68%		10.43%	14.28%
Suspensions Out-of-School	14.75%	3.57%		10.15%	2.08%
Expulsions In-School	0.39%	0.06%		0.37%	0.02%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.01%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	52.65%	57.76%
Inside Regular Class 40-79% of day	22.58%	33.04%	
Inside Regular Class less than 40% of day	16.11%	13.22%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.09%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.09%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	52.08%	
In the Regular Early Childhood Program 40-79% of time	15.93%	6.25%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	41.67%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		no	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		*	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.24%	
Students Ages 3-21 Received ESYP Services	86.96%	88.57%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	87.50%	
Ages 6 to 21	66.18%	96.25%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: St. Tammany Parish
Total Public Population: 35,443

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	15.30%		
Gifted/Talented Students ^a	3.28%	8.10%		
Regular Education Students ^a	83.76%	76.60%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	23.80%		18.00%
GED/Skills Options	10.76%	5.00%		
Certificate of Achievement	5.80%	3.80%		
Dropped Out	28.97%	26.60%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.77%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	3.92%		
Participated in On-Level Assessment (grades 3-11)	82.72%	88.99%	99.74%	99.84%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	99.64%	99.88%	99.87%
Participated in On-Level Assessment – 8 th grade Math	99.56%	99.65%	99.86%	99.87%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.45%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.45%
Proficient LEAP 4 th grade ELA	37.01%	50.81%	75.03%	86.66%
Proficient LEAP 4 th grade Math	38.55%	50.81%	68.77%	81.96%
Proficient LEAP 8 th grade ELA	16.96%	28.21%	63.69%	77.62%
Proficient LEAP 8 th grade Math	21.90%	29.89%	60.10%	75.55%
Proficient GEE ELA	12.76%	21.81%	59.67%	74.41%
Proficient GEE Math	21.65%	29.26%	66.48%	80.18%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	99.95%
4 th grade	99.87%	99.77%		99.93%	99.95%	99.87%	99.77%		99.93%	99.95%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	99.75%		99.74%	99.95%	99.19%	99.75%		99.76%	99.95%
7 th grade	98.59%	99.69%		99.61%	99.82%	98.69%	100.00%		99.65%	99.78%
8 th grade	99.15%	99.46%		99.68%	99.78%	99.20%	99.46%		99.70%	99.74%
10 th grade	98.47%	100.00%		98.93%	99.45%	98.53%	100.00%		99.01%	99.45%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	59.78%	41.80%	68.36%	86.18%	39.13%	59.33%	47.40%	68.60%	85.81%
4 th grade	34.43%	47.79%		67.09%	81.64%	33.84%	49.18%		73.54%	86.17%
5 th grade	31.65%	40.29%		62.50%	78.59%	26.70%	35.07%		63.98%	77.82%
6 th grade	29.93%	45.14%		66.30%	81.68%	28.07%	43.14%		66.12%	82.90%
7 th grade	26.73%	41.98%		62.09%	75.67%	23.34%	36.11%		63.97%	79.33%
8 th grade	21.74%	32.70%		58.44%	75.12%	19.66%	32.15%		62.01%	76.89%
10 th grade	31.31%	35.00%		65.74%	79.74%	27.85%	32.92%		59.05%	74.01%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	12.38%		10.43%	7.72%
Suspensions Out-of-School	14.75%	12.61%		10.15%	6.55%
Expulsions In-School	0.39%	0.08%		0.37%	0.06%
Expulsions Out-of-School	0.08%	0.03%		0.46%	0.23%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	27	0.50%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	46.99%	57.76%
Inside Regular Class 40-79% of day	22.58%	27.71%	
Inside Regular Class less than 40% of day	16.11%	23.16%	16.11%
Separate School	0.73%	1.59%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.54%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	2.13%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	50.80%	
In the Regular Early Childhood Program 40-79% of time	15.93%	30.44%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	17.70%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	1.06%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	98.75%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.60%	
Students Ages 3-21 Received ESYP Services	86.96%	89.52%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	84.00%	
Ages 6 to 21	66.18%	59.74%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Tangipahoa Parish
Total Public Population: 19,393

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	12.67%		
Gifted/Talented Students ^a	3.28%	1.66%		
Regular Education Students ^a	83.76%	85.68%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	19.66%		18.00%
GED/Skills Options	10.76%	7.93%		
Certificate of Achievement	5.80%	6.21%		
Dropped Out	28.97%	38.28%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	5.87%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	21.28%		
Participated in On-Level Assessment (grades 3-11)	82.72%	72.72%	99.74%	99.92%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	99.83%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.58%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.41%
Proficient LEAP 4 th grade ELA	37.01%	29.52%	75.03%	66.72%
Proficient LEAP 4 th grade Math	38.55%	31.93%	68.77%	58.30%
Proficient LEAP 8 th grade ELA	16.96%	21.88%	63.69%	59.40%
Proficient LEAP 8 th grade Math	21.90%	25.00%	60.10%	58.57%
Proficient GEE ELA	12.76%	4.17%	59.67%	57.82%
Proficient GEE Math	21.65%	26.03%	66.48%	59.68%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.92%	99.77%	100.00%	98.71%	99.92%	99.92%
4 th grade	99.87%	100.00%		99.93%	99.93%	99.87%	99.64%		99.93%	99.93%
5 th grade	99.61%	98.19%		99.90%	100.00%	99.62%	98.80%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	99.84%	99.19%	100.00%		99.76%	99.76%
7 th grade	98.59%	98.90%		99.61%	99.85%	98.69%	99.45%		99.65%	99.77%
8 th grade	99.15%	100.00%		99.68%	99.84%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	97.39%		98.93%	98.90%	98.53%	97.37%		99.01%	99.32%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	40.22%	41.80%	68.36%	60.17%	39.13%	34.64%	47.40%	68.60%	64.71%
4 th grade	34.43%	27.40%		67.09%	55.39%	33.84%	26.69%		73.54%	63.57%
5 th grade	31.65%	30.12%		62.50%	53.87%	26.70%	24.10%		63.98%	57.44%
6 th grade	29.93%	22.02%		66.30%	58.39%	28.07%	21.56%		66.12%	68.69%
7 th grade	26.73%	21.98%		62.09%	53.40%	23.34%	17.03%		63.97%	62.56%
8 th grade	21.74%	19.44%		58.44%	57.61%	19.66%	20.56%		62.01%	58.27%
10 th grade	31.31%	25.22%		65.74%	59.02%	27.85%	12.28%		59.05%	57.43%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	20.59%		10.43%	17.15%
Suspensions Out-of-School	14.75%	21.64%		10.15%	15.46%
Expulsions In-School	0.39%	0.03%		0.37%	0.01%
Expulsions Out-of-School	0.08%	0.03%		0.46%	0.24%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	85	3.54%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	50.74%	57.76%
Inside Regular Class 40-79% of day	22.58%	25.35%	
Inside Regular Class less than 40% of day	16.11%	22.08%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.84%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.84%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	45.24%	
In the Regular Early Childhood Program 40-79% of time	15.93%	8.33%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	44.64%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	1.79%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	96.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.44%	
Students Ages 3-21 Received ESYP Services	86.96%	81.82%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	91.67%	
Ages 6 to 21	66.18%	75.61%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Tensas Parish
Total Public Population: 808

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	19.06%		
Gifted/Talented Students ^a	3.28%	2.35%		
Regular Education Students ^a	83.76%	78.59%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	33.33%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	5.97%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	5.97%		
Participated in On-Level Assessment (grades 3-11)	82.72%	88.06%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	20.00%	75.03%	54.76%
Proficient LEAP 4 th grade Math	38.55%	20.00%	68.77%	57.14%
Proficient LEAP 8 th grade ELA	16.96%	50.00%	63.69%	46.88%
Proficient LEAP 8 th grade Math	21.90%	0.00%	60.10%	37.50%
Proficient GEE ELA	12.76%	0.00%	59.67%	48.28%
Proficient GEE Math	21.65%	0.00%	66.48%	44.83%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	53.85%	41.80%	68.36%	42.42%	39.13%	46.15%	47.40%	68.60%	60.61%
4 th grade	34.43%	14.29%		67.09%	55.81%	33.84%	14.29%		73.54%	53.49%
5 th grade	31.65%	9.09%		62.50%	38.60%	26.70%	0.00%		63.98%	50.88%
6 th grade	29.93%	40.00%		66.30%	65.12%	28.07%	20.00%		66.12%	51.16%
7 th grade	26.73%	7.69%		62.09%	61.11%	23.34%	7.69%		63.97%	57.41%
8 th grade	21.74%	33.33%		58.44%	37.50%	19.66%	66.67%		62.01%	46.88%
10 th grade	31.31%	20.00%		65.74%	44.83%	27.85%	0.00%		59.05%	48.28%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	5.95%		10.43%	7.59%
Suspensions Out-of-School	14.75%	15.48%		10.15%	16.65%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	1.35%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	0.61%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	97.06%	57.76%
Inside Regular Class 40-79% of day	22.58%	0.74%	
Inside Regular Class less than 40% of day	16.11%	2.21%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	53.57%	
In the Regular Early Childhood Program 40-79% of time	15.93%	3.57%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	42.86%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	5.17%	
Students Ages 3-21 Received ESYP Services	86.96%	88.89%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	55.56%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Terrebonne Parish
Total Public Population: 19,032

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	13.96%		
Gifted/Talented Students ^a	3.28%	4.29%		
Regular Education Students ^a	83.76%	81.75%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	9.22%	18.00%	
GED/Skills Options	10.76%	26.60%		
Certificate of Achievement	5.80%	1.06%		
Dropped Out	28.97%	45.04%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	9.56%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	8.69%		
Participated in On-Level Assessment (grades 3-11)	82.72%	81.68%	99.74%	99.90%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	99.07%	99.88%	99.92%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.91%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.83%
Proficient LEAP 4 th grade ELA	37.01%	31.58%	75.03%	76.44%
Proficient LEAP 4 th grade Math	38.55%	32.24%	68.77%	70.02%
Proficient LEAP 8 th grade ELA	16.96%	8.49%	63.69%	56.54%
Proficient LEAP 8 th grade Math	21.90%	6.48%	60.10%	47.56%
Proficient GEE ELA	12.76%	5.13%	59.67%	52.91%
Proficient GEE Math	21.65%	17.95%	66.48%	56.60%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	99.85%	99.62%	100.00%		99.91%	99.85%
6 th grade	99.09%	100.00%		99.74%	99.84%	99.19%	100.00%		99.76%	99.84%
7 th grade	98.59%	100.00%		99.61%	99.69%	98.69%	100.00%		99.65%	99.69%
8 th grade	99.15%	100.00%		99.68%	99.92%	99.20%	99.37%		99.70%	99.84%
10 th grade	98.47%	98.18%		98.93%	99.57%	98.53%	98.18%		99.01%	99.65%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	36.65%	41.80%	68.36%	69.55%	39.13%	33.94%	47.40%	68.60%	70.39%
4 th grade	34.43%	26.47%		67.09%	68.67%	33.84%	29.41%		73.54%	75.48%
5 th grade	31.65%	25.83%		62.50%	59.27%	26.70%	20.42%		63.98%	61.56%
6 th grade	29.93%	17.74%		66.30%	65.03%	28.07%	27.42%		66.12%	73.89%
7 th grade	26.73%	18.00%		62.09%	60.40%	23.34%	14.00%		63.97%	64.81%
8 th grade	21.74%	10.69%		58.44%	46.98%	19.66%	14.47%		62.01%	56.04%
10 th grade	31.31%	30.91%		65.74%	56.35%	27.85%	23.64%		59.05%	52.73%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	4.04%		10.43%	2.41%
Suspensions Out-of-School	14.75%	20.81%		10.15%	14.49%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	0.04%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	63.18%	57.76%
Inside Regular Class 40-79% of day	22.58%	24.46%	
Inside Regular Class less than 40% of day	16.11%	10.29%	16.11%
Separate School	0.73%	1.43%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.65%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	2.07%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	59.38%	
In the Regular Early Childhood Program 40-79% of time	15.93%	4.04%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	31.83%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	4.75%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	81.40%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	7.86%	
Students Ages 3-21 Received ESYP Services	86.96%	65.65%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	92.59%	
Ages 6 to 21	66.18%	46.81%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Union Parish
Total Public Population: 3,079

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	13.90%		
Gifted/Talented Students ^a	3.28%	0.78%		
Regular Education Students ^a	83.76%	85.32%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	13.33%		18.00%
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	8.89%		
Dropped Out	28.97%	31.11%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.83%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	4.02%		
Participated in On-Level Assessment (grades 3-11)	82.72%	88.76%	99.74%	99.88%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	94.44%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	21.74%	75.03%	55.56%
Proficient LEAP 4 th grade Math	38.55%	26.09%	68.77%	52.76%
Proficient LEAP 8 th grade ELA	16.96%	4.17%	63.69%	47.64%
Proficient LEAP 8 th grade Math	21.90%	8.33%	60.10%	43.87%
Proficient GEE ELA	12.76%	5.56%	59.67%	54.09%
Proficient GEE Math	21.65%	35.29%	66.48%	54.43%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	96.67%		99.93%	100.00%	99.87%	96.67%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	96.77%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	96.00%		98.93%	98.75%	98.53%	100.00%		99.01%	99.38%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	15.63%	41.80%	68.36%	48.36%	39.13%	9.38%	47.40%	68.60%	55.87%
4 th grade	34.43%	20.00%		67.09%	52.73%	33.84%	16.67%		73.54%	54.55%
5 th grade	31.65%	7.89%		62.50%	47.85%	26.70%	10.53%		63.98%	48.39%
6 th grade	29.93%	16.22%		66.30%	51.08%	28.07%	18.92%		66.12%	56.45%
7 th grade	26.73%	29.03%		62.09%	57.69%	23.34%	22.58%		63.97%	64.84%
8 th grade	21.74%	5.00%		58.44%	41.05%	19.66%	2.70%		62.01%	46.82%
10 th grade	31.31%	36.00%		65.74%	53.75%	27.85%	20.00%		59.05%	53.75%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	1.67%		10.43%	0.58%
Suspensions Out-of-School	14.75%	19.83%		10.15%	10.68%
Expulsions In-School	0.39%	0.21%		0.37%	0.06%
Expulsions Out-of-School	0.08%	0.42%		0.46%	0.35%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	4	0.91%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	66.67%	57.76%
Inside Regular Class 40-79% of day	22.58%	27.61%	
Inside Regular Class less than 40% of day	16.11%	4.48%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.24%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.24%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	84.62%	
In the Regular Early Childhood Program 40-79% of time	15.93%	2.56%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	12.82%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	1.53%	
Students Ages 3-21 Received ESYP Services	86.96%	71.43%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	75.00%	
Ages 6 to 21	66.18%	59.09%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Vermilion Parish
Total Public Population: 9,072

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	14.12%		
Gifted/Talented Students ^a	3.28%	0.86%		
Regular Education Students ^a	83.76%	85.02%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	23.97%	18.00%	
GED/Skills Options	10.76%	13.22%		
Certificate of Achievement	5.80%	4.96%		
Dropped Out	28.97%	23.97%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	4.55%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	7.37%		
Participated in On-Level Assessment (grades 3-11)	82.72%	88.09%	99.74%	99.98%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	39.51%	75.03%	78.82%
Proficient LEAP 4 th grade Math	38.55%	32.10%	68.77%	72.46%
Proficient LEAP 8 th grade ELA	16.96%	18.00%	63.69%	74.70%
Proficient LEAP 8 th grade Math	21.90%	20.00%	60.10%	68.98%
Proficient GEE ELA	12.76%	20.00%	59.67%	61.76%
Proficient GEE Math	21.65%	36.67%	66.48%	69.08%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	98.72%	98.68%	99.91%	100.00%	99.77%	98.72%	98.71%	99.92%	100.00%
4 th grade	99.87%	99.00%		99.93%	99.46%	99.87%	99.00%		99.93%	99.64%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	96.20%		99.61%	100.00%	98.69%	96.20%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	97.56%		98.93%	100.00%	98.53%	97.56%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	50.00%	41.80%	68.36%	77.95%	39.13%	47.44%	47.40%	68.60%	78.66%
4 th grade	34.43%	31.00%		67.09%	71.91%	33.84%	35.00%		73.54%	78.89%
5 th grade	31.65%	39.29%		62.50%	70.77%	26.70%	27.68%		63.98%	67.56%
6 th grade	29.93%	37.50%		66.30%	78.04%	28.07%	28.85%		66.12%	75.83%
7 th grade	26.73%	27.85%		62.09%	76.64%	23.34%	26.58%		63.97%	74.02%
8 th grade	21.74%	26.32%		58.44%	68.79%	19.66%	22.81%		62.01%	74.48%
10 th grade	31.31%	46.34%		65.74%	68.95%	27.85%	34.15%		59.05%	61.64%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	23.27%		10.43%	17.33%
Suspensions Out-of-School	14.75%	15.91%		10.15%	9.65%
Expulsions In-School	0.39%	0.49%		0.37%	0.86%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.31%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	83.83%	57.76%
Inside Regular Class 40-79% of day	22.58%	10.15%	
Inside Regular Class less than 40% of day	16.11%	4.85%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.17%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.17%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	32.39%	
In the Regular Early Childhood Program 40-79% of time	15.93%	49.43%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	11.36%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	6.82%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	95.65%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	4.54%	
Students Ages 3-21 Received ESYP Services	86.96%	96.67%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Vernon Parish
Total Public Population: 9,559

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	15.10%		
Gifted/Talented Students ^a	3.28%	3.25%		
Regular Education Students ^a	83.76%	81.65%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	25.20%		18.00%
GED/Skills Options	10.76%	8.94%		
Certificate of Achievement	5.80%	2.44%		
Dropped Out	28.97%	4.88%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	5.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	3.55%		
Participated in On-Level Assessment (grades 3-11)	82.72%	91.45%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	36.96%	75.03%	85.36%
Proficient LEAP 4 th grade Math	38.55%	52.17%	68.77%	85.22%
Proficient LEAP 8 th grade ELA	16.96%	23.29%	63.69%	75.45%
Proficient LEAP 8 th grade Math	21.90%	36.99%	60.10%	71.55%
Proficient GEE ELA	12.76%	25.00%	59.67%	64.11%
Proficient GEE Math	21.65%	22.92%	66.48%	77.42%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.85%	99.77%	100.00%	98.71%	99.92%	99.85%
4 th grade	99.87%	100.00%		99.93%	99.84%	99.87%	100.00%		99.93%	99.84%
5 th grade	99.61%	99.19%		99.90%	100.00%	99.62%	99.19%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	99.83%	99.19%	100.00%		99.76%	99.83%
7 th grade	98.59%	98.86%		99.61%	100.00%	98.69%	98.86%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	99.68%	99.20%	100.00%		99.70%	99.68%
10 th grade	98.47%	98.31%		98.93%	99.80%	98.53%	98.31%		99.01%	99.80%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	57.84%	41.80%	68.36%	80.06%	39.13%	57.84%	47.40%	68.60%	83.81%
4 th grade	34.43%	49.57%		67.09%	84.29%	33.84%	36.75%		73.54%	84.44%
5 th grade	31.65%	39.52%		62.50%	77.17%	26.70%	30.65%		63.98%	79.82%
6 th grade	29.93%	41.57%		66.30%	82.75%	28.07%	50.56%		66.12%	90.59%
7 th grade	26.73%	25.00%		62.09%	71.97%	23.34%	26.14%		63.97%	78.98%
8 th grade	21.74%	34.44%		58.44%	70.90%	19.66%	22.22%		62.01%	75.08%
10 th grade	31.31%	33.90%		65.74%	77.26%	27.85%	37.29%		59.05%	63.98%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	8.13%		10.43%	6.81%
Suspensions Out-of-School	14.75%	12.65%		10.15%	9.62%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.02%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	12	0.85%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	67.63%	57.76%
Inside Regular Class 40-79% of day	22.58%	27.99%	
Inside Regular Class less than 40% of day	16.11%	4.21%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.17%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.17%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	86.15%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.51%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	13.33%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	100.00%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.73%	
Students Ages 3-21 Received ESYP Services	86.96%	80.77%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	40.70%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Washington Parish
Total Public Population: 5,210

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	15.85%		
Gifted/Talented Students ^a	3.28%	3.19%		
Regular Education Students ^a	83.76%	80.96%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	3.45%		18.00%
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	6.90%		
Dropped Out	28.97%	55.17%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.77%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.78%		
Participated in On-Level Assessment (grades 3-11)	82.72%	91.46%	99.74%	99.96%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.68%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.68%
Proficient LEAP 4 th grade ELA	37.01%	17.65%	75.03%	73.94%
Proficient LEAP 4 th grade Math	38.55%	29.41%	68.77%	63.96%
Proficient LEAP 8 th grade ELA	16.96%	20.00%	63.69%	62.37%
Proficient LEAP 8 th grade Math	21.90%	25.71%	60.10%	57.63%
Proficient GEE ELA	12.76%	11.43%	59.67%	57.42%
Proficient GEE Math	21.65%	27.78%	66.48%	62.26%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	98.92%	98.68%	99.91%	100.00%	99.77%	98.92%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	99.70%	99.19%	100.00%		99.76%	99.70%
7 th grade	98.59%	98.31%		99.61%	100.00%	98.69%	98.31%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	99.68%	98.53%	100.00%		99.01%	99.68%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	30.11%	41.80%	68.36%	60.89%	39.13%	19.35%	47.40%	68.60%	61.45%
4 th grade	34.43%	32.79%		67.09%	63.55%	33.84%	22.95%		73.54%	73.55%
5 th grade	31.65%	34.74%		62.50%	59.52%	26.70%	22.11%		63.98%	56.12%
6 th grade	29.93%	43.59%		66.30%	68.17%	28.07%	32.05%		66.12%	68.17%
7 th grade	26.73%	28.81%		62.09%	64.06%	23.34%	42.37%		63.97%	66.25%
8 th grade	21.74%	31.82%		58.44%	57.72%	19.66%	29.55%		62.01%	62.42%
10 th grade	31.31%	35.00%		65.74%	62.06%	27.85%	20.51%		59.05%	57.23%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	13.30%		10.43%	9.83%
Suspensions Out-of-School	14.75%	1.85%		10.15%	0.70%
Expulsions In-School	0.39%	0.11%		0.37%	0.04%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	54.79%	57.76%
Inside Regular Class 40-79% of day	22.58%	25.51%	
Inside Regular Class less than 40% of day	16.11%	18.62%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.08%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.08%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	11.01%	
In the Regular Early Childhood Program 40-79% of time	15.93%	58.72%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	30.28%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.00%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	28.57%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.77%	
Students Ages 3-21 Received ESYP Services	86.96%	77.27%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	87.50%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Webster Parish

School Year: 2006-2007

Total Public Population: 7,316

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	14.11%		
Gifted/Talented Students ^a	3.28%	2.02%		
Regular Education Students ^a	83.76%	83.87%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	22.22%		18.00%
GED/Skills Options	10.76%	13.89%		
Certificate of Achievement	5.80%	7.41%		
Dropped Out	28.97%	6.48%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	4.55%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	20.10%		
Participated in On-Level Assessment (grades 3-11)	82.72%	75.35%	99.74%	99.95%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	26.19%	75.03%	71.09%
Proficient LEAP 4 th grade Math	38.55%	33.33%	68.77%	63.81%
Proficient LEAP 8 th grade ELA	16.96%	6.06%	63.69%	54.69%
Proficient LEAP 8 th grade Math	21.90%	31.25%	60.10%	51.03%
Proficient GEE ELA	12.76%	7.14%	59.67%	57.43%
Proficient GEE Math	21.65%	10.71%	66.48%	62.81%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	99.78%	99.20%	100.00%		99.70%	99.78%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	44.16%	41.80%	68.36%	63.25%	39.13%	33.77%	47.40%	68.60%	65.66%
4 th grade	34.43%	27.14%		67.09%	62.70%	33.84%	20.00%		73.54%	69.88%
5 th grade	31.65%	18.48%		62.50%	59.39%	26.70%	14.13%		63.98%	59.18%
6 th grade	29.93%	15.73%		66.30%	68.61%	28.07%	12.36%		66.12%	71.08%
7 th grade	26.73%	36.51%		62.09%	61.62%	23.34%	22.22%		63.97%	64.52%
8 th grade	21.74%	24.14%		58.44%	49.56%	19.66%	5.08%		62.01%	53.32%
10 th grade	31.31%	16.13%		65.74%	62.81%	27.85%	12.90%		59.05%	57.43%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	10.37%		10.43%	8.37%
Suspensions Out-of-School	14.75%	16.31%		10.15%	8.32%
Expulsions In-School	0.39%	0.00%		0.37%	0.32%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.06%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	7	0.66%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	77.09%	57.76%
Inside Regular Class 40-79% of day	22.58%	18.93%	
Inside Regular Class less than 40% of day	16.11%	2.51%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.46%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.46%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	18.18%	
In the Regular Early Childhood Program 40-79% of time	15.93%	67.68%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	14.14%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.00%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.19%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	89.83%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: West Baton Rouge Parish
Total Public Population: 3,531

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	12.29%		
Gifted/Talented Students ^a	3.28%	3.71%		
Regular Education Students ^a	83.76%	84.00%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	10.53%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	7.89%		
Dropped Out	28.97%	47.37%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	3.45%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	6.47%		
Participated in On-Level Assessment (grades 3-11)	82.72%	90.09%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	34.48%	75.03%	74.19%
Proficient LEAP 4 th grade Math	38.55%	41.38%	68.77%	58.60%
Proficient LEAP 8 th grade ELA	16.96%	6.25%	63.69%	63.54%
Proficient LEAP 8 th grade Math	21.90%	6.25%	60.10%	56.99%
Proficient GEE ELA	12.76%	12.50%	59.67%	67.31%
Proficient GEE Math	21.65%	12.50%	66.48%	74.64%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	99.03%	99.87%	100.00%		99.93%	99.03%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	99.53%
10 th grade	98.47%	100.00%		98.93%	99.05%	98.53%	100.00%		99.01%	99.05%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	22.50%	41.80%	68.36%	62.04%	39.13%	30.00%	47.40%	68.60%	61.63%
4 th grade	34.43%	40.00%		67.09%	57.00%	33.84%	31.43%		73.54%	71.98%
5 th grade	31.65%	22.58%		62.50%	51.32%	26.70%	12.90%		63.98%	56.14%
6 th grade	29.93%	13.16%		66.30%	61.02%	28.07%	18.42%		66.12%	66.95%
7 th grade	26.73%	12.50%		62.09%	55.51%	23.34%	12.50%		63.97%	60.79%
8 th grade	21.74%	12.00%		58.44%	55.14%	19.66%	12.00%		62.01%	61.21%
10 th grade	31.31%	11.11%		65.74%	73.93%	27.85%	22.22%		59.05%	66.67%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	26.95%		10.43%	19.65%
Suspensions Out-of-School	14.75%	5.56%		10.15%	1.54%
Expulsions In-School	0.39%	0.21%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	2.05%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	3	0.67%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	58.29%	57.76%
Inside Regular Class 40-79% of day	22.58%	29.90%	
Inside Regular Class less than 40% of day	16.11%	10.80%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.01%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.01%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	62.75%	
In the Regular Early Childhood Program 40-79% of time	15.93%	5.88%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	29.41%	
Attending a Special Education Program – Separate School	0.02%	1.96%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	1.12%	
Students Ages 3-21 Received ESYP Services	86.96%	80.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	82.14%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: West Carroll Parish
Total Public Population: 2,293

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	12.87%		
Gifted/Talented Students ^a	3.28%	1.31%		
Regular Education Students ^a	83.76%	85.83%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	10.00%		18.00%
GED/Skills Options	10.76%	3.33%		
Certificate of Achievement	5.80%	20.00%		
Dropped Out	28.97%	0.00%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	5.93%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	12.71%		
Participated in On-Level Assessment (grades 3-11)	82.72%	81.36%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	30.77%	75.03%	73.38%
Proficient LEAP 4 th grade Math	38.55%	53.85%	68.77%	74.82%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	72.67%
Proficient LEAP 8 th grade Math	21.90%	0.00%	60.10%	72.05%
Proficient GEE ELA	12.76%	11.11%	59.67%	63.36%
Proficient GEE Math	21.65%	11.11%	66.48%	79.39%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	92.31%		99.74%	99.35%	99.19%	92.31%		99.76%	99.35%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	37.50%	41.80%	68.36%	69.48%	39.13%	31.25%	47.40%	68.60%	70.13%
4 th grade	34.43%	53.33%		67.09%	74.31%	33.84%	33.33%		73.54%	73.61%
5 th grade	31.65%	46.67%		62.50%	69.43%	26.70%	26.67%		63.98%	73.72%
6 th grade	29.93%	15.38%		66.30%	76.47%	28.07%	30.77%		66.12%	75.82%
7 th grade	26.73%	16.67%		62.09%	72.67%	23.34%	27.78%		63.97%	76.00%
8 th grade	21.74%	6.25%		58.44%	72.78%	19.66%	18.75%		62.01%	72.78%
10 th grade	31.31%	20.00%		65.74%	79.39%	27.85%	20.00%		59.05%	63.36%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	1.60%		10.43%	2.50%
Suspensions Out-of-School	14.75%	9.62%		10.15%	7.85%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.32%		0.46%	0.52%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	0.34%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	51.60%	57.76%
Inside Regular Class 40-79% of day	22.58%	34.70%	
Inside Regular Class less than 40% of day	16.11%	12.79%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.91%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.91%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	20.55%	
In the Regular Early Childhood Program 40-79% of time	15.93%	68.49%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	5.48%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	5.48%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESY Services	3.66%	0.35%	
Students Ages 3-21 Received ESY Services	86.96%	0.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	70.83%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: West Feliciana Parish
Total Public Population: 2,461

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	13.69%		
Gifted/Talented Students ^a	3.28%	5.89%		
Regular Education Students ^a	83.76%	80.41%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	13.04%		18.00%
GED/Skills Options	10.76%	34.78%		
Certificate of Achievement	5.80%	13.04%		
Dropped Out	28.97%	17.39%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	10.23%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	6.25%		
Participated in On-Level Assessment (grades 3-11)	82.72%	83.52%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	55.56%	75.03%	72.31%
Proficient LEAP 4 th grade Math	38.55%	83.33%	68.77%	72.31%
Proficient LEAP 8 th grade ELA	16.96%	14.29%	63.69%	77.54%
Proficient LEAP 8 th grade Math	21.90%	21.43%	60.10%	67.91%
Proficient GEE ELA	12.76%	23.08%	59.67%	75.00%
Proficient GEE Math	21.65%	30.77%	66.48%	78.57%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	96.97%	98.68%	99.91%	100.00%	99.77%	96.97%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	96.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	72.73%	41.80%	68.36%	86.15%	39.13%	72.73%	47.40%	68.60%	88.46%
4 th grade	34.43%	65.22%		67.09%	72.73%	33.84%	43.48%		73.54%	72.73%
5 th grade	31.65%	31.58%		62.50%	72.15%	26.70%	36.84%		63.98%	77.22%
6 th grade	29.93%	34.62%		66.30%	80.12%	28.07%	38.46%		66.12%	78.88%
7 th grade	26.73%	60.00%		62.09%	76.16%	23.34%	36.00%		63.97%	74.17%
8 th grade	21.74%	25.00%		58.44%	67.91%	19.66%	18.75%		62.01%	77.54%
10 th grade	31.31%	47.06%		65.74%	78.57%	27.85%	41.18%		59.05%	75.00%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	18.21%		10.43%	10.37%
Suspensions Out-of-School	14.75%	15.22%		10.15%	7.78%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	90.41%	57.76%
Inside Regular Class 40-79% of day	22.58%	3.77%	
Inside Regular Class less than 40% of day	16.11%	4.79%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.03%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.03%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	100.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	3.60%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	20.00%	
Ages 6 to 21	66.18%	87.23%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Winn Parish
Total Public Population: 2,710

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	12.07%		
Gifted/Talented Students ^a	3.28%	3.69%		
Regular Education Students ^a	83.76%	84.24%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	12.50%	18.00%	
GED/Skills Options	10.76%	37.50%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	37.50%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	8.29%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	7.73%		
Participated in On-Level Assessment (grades 3-11)	82.72%	83.98%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	30.00%	75.03%	74.21%
Proficient LEAP 4 th grade Math	38.55%	25.00%	68.77%	73.58%
Proficient LEAP 8 th grade ELA	16.96%	38.46%	63.69%	71.25%
Proficient LEAP 8 th grade Math	21.90%	46.15%	60.10%	67.50%
Proficient GEE ELA	12.76%	0.00%	59.67%	73.43%
Proficient GEE Math	21.65%	0.00%	66.48%	77.08%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	99.31%	98.53%	100.00%		99.01%	99.31%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	26.47%	41.80%	68.36%	67.05%	39.13%	29.41%	47.40%	68.60%	72.16%
4 th grade	34.43%	23.53%		67.09%	71.59%	33.84%	20.59%		73.54%	73.30%
5 th grade	31.65%	54.55%		62.50%	78.31%	26.70%	40.91%		63.98%	69.28%
6 th grade	29.93%	28.57%		66.30%	65.36%	28.07%	32.14%		66.12%	77.65%
7 th grade	26.73%	4.76%		62.09%	72.67%	23.34%	10.00%		63.97%	78.49%
8 th grade	21.74%	37.50%		58.44%	67.07%	19.66%	31.25%		62.01%	70.12%
10 th grade	31.31%	33.33%		65.74%	76.55%	27.85%	33.33%		59.05%	72.92%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	12.30%		10.43%	10.29%
Suspensions Out-of-School	14.75%	4.92%		10.15%	3.67%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.22%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	0.29%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	87.13%	57.76%
Inside Regular Class 40-79% of day	22.58%	8.58%	
Inside Regular Class less than 40% of day	16.11%	3.63%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.66%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.66%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	35.56%	
In the Regular Early Childhood Program 40-79% of time	15.93%	64.44%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.00%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.73%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	94.44%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: City of Monroe School District
Total Public Population: 9,020

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	15.07%		
Gifted/Talented Students ^a	3.28%	6.29%		
Regular Education Students ^a	83.76%	78.65%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	8.77%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	28.95%		
Dropped Out	28.97%	33.33%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.56%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	29.60%		
Participated in On-Level Assessment (grades 3-11)	82.72%	62.47%	99.74%	99.89%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	98.04%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	98.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	43.48%	75.03%	82.33%
Proficient LEAP 4 th grade Math	38.55%	57.97%	68.77%	73.60%
Proficient LEAP 8 th grade ELA	16.96%	6.00%	63.69%	45.06%
Proficient LEAP 8 th grade Math	21.90%	16.33%	60.10%	43.68%
Proficient GEE ELA	12.76%	15.00%	59.67%	55.69%
Proficient GEE Math	21.65%	4.76%	66.48%	67.98%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.83%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	99.03%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	97.97%		99.61%	99.37%	98.69%	98.64%		99.65%	99.21%
8 th grade	99.15%	98.95%		99.68%	99.25%	99.20%	98.96%		99.70%	99.25%
10 th grade	98.47%	100.00%		98.93%	99.51%	98.53%	100.00%		99.01%	99.51%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	26.72%	41.80%	68.36%	69.18%	39.13%	25.86%	47.40%	68.60%	74.54%
4 th grade	34.43%	52.43%		67.09%	73.78%	33.84%	35.92%		73.54%	82.24%
5 th grade	31.65%	26.09%		62.50%	62.47%	26.70%	25.22%		63.98%	72.16%
6 th grade	29.93%	24.37%		66.30%	67.85%	28.07%	27.97%		66.12%	67.50%
7 th grade	26.73%	18.92%		62.09%	51.90%	23.34%	19.05%		63.97%	53.33%
8 th grade	21.74%	15.79%		58.44%	42.29%	19.66%	9.38%		62.01%	43.98%
10 th grade	31.31%	17.95%		65.74%	67.65%	27.85%	28.95%		59.05%	55.42%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	4.61%		10.43%	1.65%
Suspensions Out-of-School	14.75%	21.87%		10.15%	12.62%
Expulsions In-School	0.39%	0.31%		0.37%	0.09%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.21%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	23	1.66%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	73.92%	57.76%
Inside Regular Class 40-79% of day	22.58%	20.75%	
Inside Regular Class less than 40% of day	16.11%	4.39%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.94%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.94%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	51.35%	
In the Regular Early Childhood Program 40-79% of time	15.93%	20.72%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	6.31%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	21.62%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	66.67%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	62.22%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	1.86%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	89.25%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: City of Bogalusa School District
Total Public Population: 2,367

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	21.46%		
Gifted/Talented Students ^a	3.28%	4.06%		
Regular Education Students ^a	83.76%	74.48%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	7.14%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	11.90%		
Dropped Out	28.97%	40.48%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	3.25%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	8.30%		
Participated in On-Level Assessment (grades 3-11)	82.72%	88.45%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	25.64%	75.03%	60.15%
Proficient LEAP 4 th grade Math	38.55%	23.08%	68.77%	51.13%
Proficient LEAP 8 th grade ELA	16.96%	5.56%	63.69%	51.94%
Proficient LEAP 8 th grade Math	21.90%	0.00%	60.10%	43.41%
Proficient GEE ELA	12.76%	8.33%	59.67%	48.94%
Proficient GEE Math	21.65%	41.67%	66.48%	52.13%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	99.23%	99.62%	100.00%		99.91%	99.23%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	39.22%	41.80%	68.36%	64.54%	39.13%	50.98%	47.40%	68.60%	74.47%
4 th grade	34.43%	25.71%		67.09%	50.00%	33.84%	25.71%		73.54%	60.00%
5 th grade	31.65%	28.26%		62.50%	47.69%	26.70%	32.61%		63.98%	63.08%
6 th grade	29.93%	11.76%		66.30%	54.10%	28.07%	11.76%		66.12%	57.38%
7 th grade	26.73%	16.67%		62.09%	48.65%	23.34%	5.56%		63.97%	60.91%
8 th grade	21.74%	0.00%		58.44%	40.88%	19.66%	3.33%		62.01%	49.28%
10 th grade	31.31%	29.41%		65.74%	52.13%	27.85%	5.88%		59.05%	48.94%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	3.35%		10.43%	1.84%
Suspensions Out-of-School	14.75%	7.71%		10.15%	3.56%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.04%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	0.19%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	59.50%	57.76%
Inside Regular Class 40-79% of day	22.58%	14.41%	
Inside Regular Class less than 40% of day	16.11%	25.89%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.21%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.21%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	88.10%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	11.90%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	100.00%	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	0.99%	
Students Ages 3-21 Received ESYP Services	86.96%	60.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	92.59%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Zachary Community School District
Total Public Population: 3,882

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	10.95%		
Gifted/Talented Students ^a	3.28%	4.69%		
Regular Education Students ^a	83.76%	84.36%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	21.43%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	14.29%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	5.98%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	16.33%		
Participated in On-Level Assessment (grades 3-11)	82.72%	77.69%	99.74%	99.96%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	63.64%	75.03%	91.41%
Proficient LEAP 4 th grade Math	38.55%	63.64%	68.77%	86.33%
Proficient LEAP 8 th grade ELA	16.96%	16.67%	63.69%	82.17%
Proficient LEAP 8 th grade Math	21.90%	27.78%	60.10%	72.87%
Proficient GEE ELA	12.76%	0.00%	59.67%	65.84%
Proficient GEE Math	21.65%	14.29%	66.48%	74.79%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	97.87%	98.68%	99.91%	100.00%	99.77%	97.87%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	99.62%	99.62%	100.00%		99.91%	99.62%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	99.63%	98.69%	100.00%		99.65%	99.63%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	92.31%		98.93%	100.00%	98.53%	92.31%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	59.57%	41.80%	68.36%	85.90%	39.13%	74.47%	47.40%	68.60%	92.31%
4 th grade	34.43%	41.67%		67.09%	86.05%	33.84%	44.44%		73.54%	91.47%
5 th grade	31.65%	36.96%		62.50%	79.23%	26.70%	41.30%		63.98%	83.08%
6 th grade	29.93%	50.00%		66.30%	85.81%	28.07%	46.43%		66.12%	87.54%
7 th grade	26.73%	40.00%		62.09%	76.12%	23.34%	33.33%		63.97%	86.57%
8 th grade	21.74%	25.00%		58.44%	72.03%	19.66%	16.67%		62.01%	81.61%
10 th grade	31.31%	30.77%		65.74%	74.79%	27.85%	15.38%		59.05%	65.84%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	13.89%		10.43%	9.88%
Suspensions Out-of-School	14.75%	3.85%		10.15%	1.06%
Expulsions In-School	0.39%	0.21%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.43%		0.46%	0.39%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	0.26%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	58.00%	57.76%
Inside Regular Class 40-79% of day	22.58%	21.14%	
Inside Regular Class less than 40% of day	16.11%	19.14%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.71%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.71%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	83.33%	
In the Regular Early Childhood Program 40-79% of time	15.93%	7.14%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	9.52%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	U	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	2.93%	
Students Ages 3-21 Received ESYP Services	86.96%	81.82%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	82.61%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: City of Baker School District
Total Public Population: 2,189

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<p><u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement</p>	<p><u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes</p>
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	11.42%		
Gifted/Talented Students ^a	3.28%	0.37%		
Regular Education Students ^a	83.76%	88.21%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	17.65%		18.00%
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	23.53%		
Dropped Out	28.97%	52.94%		25.00%
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.75%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	27.61%		
Participated in On-Level Assessment (grades 3-11)	82.72%	65.03%	99.74%	99.22%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.06%
Proficient LEAP 4 th grade ELA	37.01%	6.67%	75.03%	46.85%
Proficient LEAP 4 th grade Math	38.55%	13.33%	68.77%	31.25%
Proficient LEAP 8 th grade ELA	16.96%	11.11%	63.69%	42.04%
Proficient LEAP 8 th grade Math	21.90%	5.56%	60.10%	31.21%
Proficient GEE ELA	12.76%	14.29%	59.67%	33.96%
Proficient GEE Math	21.65%	14.29%	66.48%	36.19%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.22%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	99.17%	99.87%	100.00%		99.93%	99.17%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	98.70%	99.19%	100.00%		99.76%	99.35%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	99.06%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	19.05%	41.80%	68.36%	35.94%	39.13%	23.81%	47.40%	68.60%	49.22%
4 th grade	34.43%	10.53%		67.09%	31.40%	33.84%	5.26%		73.54%	44.63%
5 th grade	31.65%	16.00%		62.50%	31.61%	26.70%	20.00%		63.98%	34.19%
6 th grade	29.93%	0.00%		66.30%	29.87%	28.07%	11.76%		66.12%	37.66%
7 th grade	26.73%	5.26%		62.09%	37.50%	23.34%	26.32%		63.97%	49.31%
8 th grade	21.74%	7.41%		58.44%	30.72%	19.66%	11.11%		62.01%	41.57%
10 th grade	31.31%	6.67%		65.74%	35.85%	27.85%	13.33%		59.05%	33.96%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	24.23%		10.43%	21.70%
Suspensions Out-of-School	14.75%	5.21%		10.15%	2.99%
Expulsions In-School	0.39%	0.00%		0.37%	0.04%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.23%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	0.40%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	46.22%	57.76%
Inside Regular Class 40-79% of day	22.58%	27.56%	
Inside Regular Class less than 40% of day	16.11%	24.89%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	1.33%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	1.33%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	20.83%	
In the Regular Early Childhood Program 40-79% of time	15.93%	45.83%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	33.33%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	100.00%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	1.06%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	0.00%	
Ages 6 to 21	66.18%	66.67%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Special School District #1
Total Public Population: 579

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	69.60%		
Gifted/Talented Students ^a	3.28%	0.69%		
Regular Education Students ^a	83.76%	29.71%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	1.43%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	52.86%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.58%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	6.82%		
Participated in On-Level Assessment (grades 3-11)	82.72%	82.58%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	n/a	99.98%	n/a
Participated in On-Level Assessment – 4 th grade Math	99.96%	n/a	99.98%	n/a
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	n/a	75.03%	n/a
Proficient LEAP 4 th grade Math	38.55%	n/a	68.77%	n/a
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	33.33%
Proficient LEAP 8 th grade Math	21.90%	0.00%	60.10%	0.00%
Proficient GEE ELA	12.76%	0.00%	59.67%	25.00%
Proficient GEE Math	21.65%	0.00%	66.48%	0.00%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA					
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.80%	100.00%	98.68%	99.91%	n/a	99.77%	100.00%	98.71%	99.92%	n/a	
4 th grade	99.87%	n/a		99.93%	n/a	99.87%	n/a		99.93%	n/a	
5 th grade	99.61%	n/a		99.90%	n/a	99.62%	n/a		99.91%	n/a	
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%	
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%	
8 th grade	99.15%	85.71%		99.68%	100.00%	99.20%	85.71%		99.70%	100.00%	
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%	
Proficiency rate (all assessment types)											
3 rd grade	43.00%	0.00%	41.80%	68.36%	n/a	39.13%	0.00%	47.40%	68.60%	n/a	
4 th grade	34.43%	n/a		67.09%	n/a	33.84%	n/a		73.54%	n/a	
5 th grade	31.65%	n/a		62.50%	n/a	26.70%	n/a		63.98%	n/a	
6 th grade	29.93%	25.00%		66.30%	20.00%	28.07%	0.00%		66.12%	20.00%	
7 th grade	26.73%	0.00%		62.09%	n/a	23.34%	0.00%		63.97%	n/a	
8 th grade	21.74%	0.00%		58.44%	n/a	19.66%	0.00%		62.01%	14.29%	
10 th grade	31.31%	50.00%		65.74%	n/a	27.85%	50.00%		59.05%	25.00%	

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	12.59%	0.00%	10.43%	0.00%
Suspensions Out-of-School	14.75%	0.00%	10.15%	0.00%
Expulsions In-School	0.39%	0.00%	0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%	0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	20.20%	57.76%
Inside Regular Class 40-79% of day	22.58%	19.95%	
Inside Regular Class less than 40% of day	16.11%	7.32%	16.11%
Separate School	0.73%	22.98%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.25%	
Correctional Facilities	0.17%	29.29%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	23.23%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	0.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		no	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		*	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	59.46%	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	0.23%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	n/a	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: RSD - UNO New Beginnings Schools Foundation

School Year: 2006-2007

Total Public Population: 659

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	8.80%		
Gifted/Talented Students ^a	3.28%	1.97%		
Regular Education Students ^a	83.76%	89.23%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	9.52%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	9.52%		
Participated in On-Level Assessment (grades 3-11)	82.72%	80.95%	99.74%	99.26%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	0.00%	75.03%	56.25%
Proficient LEAP 4 th grade Math	38.55%	0.00%	68.77%	50.00%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	40.38%
Proficient LEAP 8 th grade Math	21.90%	0.00%	60.10%	34.62%
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	n/a		98.93%	n/a	98.53%	n/a		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	37.50%	41.80%	68.36%	58.49%	39.13%	25.00%	47.40%	68.60%	52.83%
4 th grade	34.43%	0.00%		67.09%	50.00%	33.84%	0.00%		73.54%	56.25%
5 th grade	31.65%	20.00%		62.50%	26.67%	26.70%	20.00%		63.98%	26.67%
6 th grade	29.93%	11.11%		66.30%	46.67%	28.07%	0.00%		66.12%	40.00%
7 th grade	26.73%	0.00%		62.09%	37.50%	23.34%	0.00%		63.97%	35.71%
8 th grade	21.74%	16.67%		58.44%	33.96%	19.66%	16.67%		62.01%	39.62%
10 th grade	31.31%	n/a		65.74%	n/a	27.85%	n/a		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.00%
Suspensions Out-of-School	14.75%	0.00%		10.15%	0.00%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	77.55%	57.76%
Inside Regular Class 40-79% of day	22.58%	18.37%	
Inside Regular Class less than 40% of day	16.11%	4.08%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	80.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	20.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			*

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	n/a	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	0.00%	
Students Ages 3-21 Received ESYP Services	86.96%	0.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Louisiana School for the Deaf
Total Public Population: 219

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	100.00%		
Gifted/Talented Students ^a	3.28%	0.00%		
Regular Education Students ^a	83.76%	0.00%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	9.09%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	27.27%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	20.42%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	2.11%		
Participated in On-Level Assessment (grades 3-11)	82.72%	76.76%	99.74%	0.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	n/a
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	n/a
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	n/a
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	22.22%	75.03%	n/a
Proficient LEAP 4 th grade Math	38.55%	11.11%	68.77%	n/a
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	n/a
Proficient LEAP 8 th grade Math	21.90%	0.00%	60.10%	n/a
Proficient GEE ELA	12.76%	0.00%	59.67%	n/a
Proficient GEE Math	21.65%	0.00%	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	n/a	99.77%	100.00%	98.71%	99.92%	n/a
4 th grade	99.87%	100.00%		99.93%	n/a	99.87%	100.00%		99.93%	n/a
5 th grade	99.61%	100.00%		99.90%	n/a	99.62%	100.00%		99.91%	n/a
6 th grade	99.09%	100.00%		99.74%	n/a	99.19%	100.00%		99.76%	n/a
7 th grade	98.59%	100.00%		99.61%	n/a	98.69%	100.00%		99.65%	n/a
8 th grade	99.15%	95.83%		99.68%	n/a	99.20%	95.65%		99.70%	n/a
10 th grade	98.47%	100.00%		98.93%	n/a	98.53%	100.00%		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	7.69%	41.80%	68.36%	n/a	39.13%	7.69%	47.40%	68.60%	n/a
4 th grade	34.43%	20.00%		67.09%	n/a	33.84%	46.67%		73.54%	n/a
5 th grade	31.65%	17.65%		62.50%	n/a	26.70%	17.65%		63.98%	n/a
6 th grade	29.93%	17.65%		66.30%	n/a	28.07%	23.53%		66.12%	n/a
7 th grade	26.73%	0.00%		62.09%	n/a	23.34%	0.00%		63.97%	n/a
8 th grade	21.74%	16.67%		58.44%	n/a	19.66%	21.74%		62.01%	n/a
10 th grade	31.31%	42.86%		65.74%	n/a	27.85%	42.86%		59.05%	n/a

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.00%
Suspensions Out-of-School	14.75%	10.84%		10.15%	0.00%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	0.00%	57.76%
Inside Regular Class 40-79% of day	22.58%	0.00%	
Inside Regular Class less than 40% of day	16.11%	3.38%	16.11%
Separate School	0.73%	96.62%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	96.62%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	0.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	100.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	
Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		no	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		no	
	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	23.83%	
Students Ages 3-21 Received ESYP Services	86.96%	92.16%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	56.86%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Louisiana School for the Visually Impaired
Total Public Population: 87

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	95.40%		
Gifted/Talented Students ^a	3.28%	0.00%		
Regular Education Students ^a	83.76%	4.60%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	22.22%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	11.11%		
Dropped Out	28.97%	11.11%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	16.22%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	5.41%		
Participated in On-Level Assessment (grades 3-11)	82.72%	78.38%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	n/a
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	n/a
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	0.00%	75.03%	0.00%
Proficient LEAP 4 th grade Math	38.55%	0.00%	68.77%	n/a
Proficient LEAP 8 th grade ELA	16.96%	20.00%	63.69%	n/a
Proficient LEAP 8 th grade Math	21.90%	20.00%	60.10%	n/a
Proficient GEE ELA	12.76%	33.33%	59.67%	0.00%
Proficient GEE Math	21.65%	0.00%	66.48%	0.00%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c

	Math					ELA					
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.80%	100.00%	98.68%	99.91%	n/a	99.77%	100.00%	98.71%	99.92%	n/a	
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%	
5 th grade	99.61%	100.00%		99.90%	n/a	99.62%	100.00%		99.91%	n/a	
6 th grade	99.09%	100.00%		99.74%	n/a	99.19%	100.00%		99.76%	n/a	
7 th grade	98.59%	66.67%		99.61%	n/a	98.69%	66.67%		99.65%	n/a	
8 th grade	99.15%	100.00%		99.68%	n/a	99.20%	100.00%		99.70%	n/a	
10 th grade	98.47%	83.33%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%	
Proficiency rate (all assessment types)											
3 rd grade	43.00%	25.00%	41.80%	68.36%	n/a	39.13%	0.00%	47.40%	68.60%	n/a	
4 th grade	34.43%	0.00%		67.09%	n/a	33.84%	25.00%		73.54%	n/a	
5 th grade	31.65%	16.67%		62.50%	n/a	26.70%	33.33%		63.98%	n/a	
6 th grade	29.93%	33.33%		66.30%	n/a	28.07%	33.33%		66.12%	n/a	
7 th grade	26.73%	33.33%		62.09%	n/a	23.34%	33.33%		63.97%	n/a	
8 th grade	21.74%	14.29%		58.44%	n/a	19.66%	14.29%		62.01%	n/a	
10 th grade	31.31%	0.00%		65.74%	n/a	27.85%	20.00%		59.05%	n/a	

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	12.59%	0.00%	10.43%	0.00%
Suspensions Out-of-School	14.75%	0.00%	10.15%	0.00%
Expulsions In-School	0.39%	0.00%	0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%	0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f

	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	5.48%	57.76%
Inside Regular Class 40-79% of day	22.58%	1.37%	
Inside Regular Class less than 40% of day	16.11%	5.48%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	87.67%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	87.67%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	0.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	40.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	60.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	94.03%	
Students Ages 3-21 Received ESYP Services	86.96%	92.06%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	50.00%	
Ages 6 to 21	66.18%	72.22%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Louisiana Special Education Center

School Year: 2006-2007

Total Public Population: 43

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	100.00%		
Gifted/Talented Students ^a	3.28%	0.00%		
Regular Education Students ^a	83.76%	0.00%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	100.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.00%		
Participated in On-Level Assessment (grades 3-11)	82.72%	0.00%	99.74%	n/a
Participated in On-Level Assessment – 4 th grade ELA	99.96%	n/a	99.98%	n/a
Participated in On-Level Assessment – 4 th grade Math	99.96%	n/a	99.98%	n/a
Participated in On-Level Assessment – 8 th grade ELA	99.61%	n/a	99.88%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.56%	n/a	99.86%	n/a
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	n/a	75.03%	n/a
Proficient LEAP 4 th grade Math	38.55%	n/a	68.77%	n/a
Proficient LEAP 8 th grade ELA	16.96%	n/a	63.69%	n/a
Proficient LEAP 8 th grade Math	21.90%	n/a	60.10%	n/a
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	n/a	99.77%	100.00%	98.71%	99.92%	n/a
4 th grade	99.87%	100.00%		99.93%	n/a	99.87%	100.00%		99.93%	n/a
5 th grade	99.61%	100.00%		99.90%	n/a	99.62%	100.00%		99.91%	n/a
6 th grade	99.09%	100.00%		99.74%	n/a	99.19%	100.00%		99.76%	n/a
7 th grade	98.59%	100.00%		99.61%	n/a	98.69%	100.00%		99.65%	n/a
8 th grade	99.15%	100.00%		99.68%	n/a	99.20%	100.00%		99.70%	n/a
10 th grade	98.47%	100.00%		98.93%	n/a	98.53%	100.00%		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	0.00%	41.80%	68.36%	n/a	39.13%	0.00%	47.40%	68.60%	n/a
4 th grade	34.43%	0.00%		67.09%	n/a	33.84%	0.00%		73.54%	n/a
5 th grade	31.65%	0.00%		62.50%	n/a	26.70%	50.00%		63.98%	n/a
6 th grade	29.93%	0.00%		66.30%	n/a	28.07%	100.00%		66.12%	n/a
7 th grade	26.73%	0.00%		62.09%	n/a	23.34%	50.00%		63.97%	n/a
8 th grade	21.74%	0.00%		58.44%	n/a	19.66%	20.00%		62.01%	n/a
10 th grade	31.31%	33.33%		65.74%	n/a	27.85%	33.33%		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	n/a
Suspensions Out-of-School	14.75%	0.00%		10.15%	n/a
Expulsions In-School	0.39%	0.00%		0.37%	n/a
Expulsions Out-of-School	0.08%	0.00%		0.46%	n/a

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	2.44%	57.76%
Inside Regular Class 40-79% of day	22.58%	0.00%	
Inside Regular Class less than 40% of day	16.11%	7.32%	16.11%
Separate School	0.73%	90.24%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	90.24%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	0.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			*
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	n/a	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	0.00%	
Students Ages 3-21 Received ESYP Services	86.96%	0.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	n/a	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: New Vision Learning Academy
Total Public Population: 322

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	9.01%		
Gifted/Talented Students ^a	3.28%	0.00%		
Regular Education Students ^a	83.76%	90.99%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.00%		
Participated in On-Level Assessment (grades 3-11)	82.72%	100.00%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	n/a	99.88%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.56%	n/a	99.86%	n/a
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	50.00%	75.03%	86.96%
Proficient LEAP 4 th grade Math	38.55%	83.33%	68.77%	69.57%
Proficient LEAP 8 th grade ELA	16.96%	n/a	63.69%	n/a
Proficient LEAP 8 th grade Math	21.90%	n/a	60.10%	n/a
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	n/a		99.61%	n/a	98.69%	n/a		99.65%	n/a
8 th grade	99.15%	n/a		99.68%	n/a	99.20%	n/a		99.70%	n/a
10 th grade	98.47%	n/a		98.93%	n/a	98.53%	n/a		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	0.00%	41.80%	68.36%	62.16%	39.13%	0.00%	47.40%	68.60%	70.27%
4 th grade	34.43%	83.33%		67.09%	70.83%	33.84%	50.00%		73.54%	87.50%
5 th grade	31.65%	16.67%		62.50%	86.67%	26.70%	0.00%		63.98%	100.00%
6 th grade	29.93%	33.33%		66.30%	85.71%	28.07%	33.33%		66.12%	92.86%
7 th grade	26.73%	n/a		62.09%	n/a	23.34%	n/a		63.97%	n/a
8 th grade	21.74%	n/a		58.44%	n/a	19.66%	n/a		62.01%	n/a
10 th grade	31.31%	n/a		65.74%	n/a	27.85%	n/a		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.27%
Suspensions Out-of-School	14.75%	20.51%		10.15%	5.91%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	55.17%	57.76%
Inside Regular Class 40-79% of day	22.58%	44.83%	
Inside Regular Class less than 40% of day	16.11%	0.00%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	0.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	100.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	n/a	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	40.91%	
Students Ages 3-21 Received ESYP Services	86.96%	88.89%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	n/a	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Glencoe Charter School
Total Public Population: 366

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	11.48%		
Gifted/Talented Students ^a	3.28%	0.00%		
Regular Education Students ^a	83.76%	88.52%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	9.38%		
Participated in On-Level Assessment (grades 3-11)	82.72%	90.63%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	50.00%	75.03%	85.29%
Proficient LEAP 4 th grade Math	38.55%	100.00%	68.77%	97.06%
Proficient LEAP 8 th grade ELA	16.96%	50.00%	63.69%	66.67%
Proficient LEAP 8 th grade Math	21.90%	0.00%	60.10%	83.33%
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	n/a		98.93%	n/a	98.53%	n/a		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	0.00%	41.80%	68.36%	87.80%	39.13%	0.00%	47.40%	68.60%	56.10%
4 th grade	34.43%	66.67%		67.09%	97.06%	33.84%	33.33%		73.54%	85.29%
5 th grade	31.65%	33.33%		62.50%	54.84%	26.70%	16.67%		63.98%	74.19%
6 th grade	29.93%	25.00%		66.30%	73.17%	28.07%	50.00%		66.12%	60.98%
7 th grade	26.73%	100.00%		62.09%	72.22%	23.34%	33.33%		63.97%	72.22%
8 th grade	21.74%	0.00%		58.44%	83.87%	19.66%	50.00%		62.01%	67.74%
10 th grade	31.31%	n/a		65.74%	n/a	27.85%	n/a		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.00%
Suspensions Out-of-School	14.75%	0.00%		10.15%	0.93%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	77.27%	57.76%
Inside Regular Class 40-79% of day	22.58%	20.45%	
Inside Regular Class less than 40% of day	16.11%	2.27%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	25.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	75.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	0.00%	
Students Ages 3-21 Received ESYP Services	86.96%	0.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	n/a	
Ages 6 to 21	66.18%	50.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Avoyelles Public Charter School

School Year: 2006-2007

Total Public Population: 596

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	4.19%		
Gifted/Talented Students ^a	3.28%	0.00%		
Regular Education Students ^a	83.76%	95.81%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.00%		
Participated in On-Level Assessment (grades 3-11)	82.72%	100.00%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	n/a	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	n/a	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	0.00%	75.03%	66.67%
Proficient LEAP 4 th grade Math	38.55%	50.00%	68.77%	72.55%
Proficient LEAP 8 th grade ELA	16.96%	n/a	63.69%	77.27%
Proficient LEAP 8 th grade Math	21.90%	n/a	60.10%	84.09%
Proficient GEE ELA	12.76%	n/a	59.67%	81.25%
Proficient GEE Math	21.65%	n/a	66.48%	81.25%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	n/a		99.68%	n/a	99.20%	n/a		99.70%	n/a
10 th grade	98.47%	n/a	98.93%	n/a	98.53%	n/a	99.01%	n/a		
Proficiency rate (all assessment types)										
3 rd grade	43.00%	60.00%	41.80%	68.36%	62.75%	39.13%	60.00%	47.40%	68.60%	80.39%
4 th grade	34.43%	50.00%		67.09%	70.91%	33.84%	0.00%		73.54%	63.64%
5 th grade	31.65%	0.00%		62.50%	68.63%	26.70%	0.00%		63.98%	72.55%
6 th grade	29.93%	0.00%		66.30%	71.43%	28.07%	50.00%		66.12%	55.36%
7 th grade	26.73%	100.00%		62.09%	76.92%	23.34%	0.00%		63.97%	63.46%
8 th grade	21.74%	n/a		58.44%	n/a	19.66%	n/a		62.01%	n/a
10 th grade	31.31%	n/a	65.74%	n/a	27.85%	n/a	59.05%	n/a		

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.00%
Suspensions Out-of-School	14.75%	2.86%		10.15%	3.22%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	100.00%	57.76%
Inside Regular Class 40-79% of day	22.58%	0.00%	
Inside Regular Class less than 40% of day	16.11%	0.00%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	100.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		no	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		**	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	0.00%	
Students Ages 3-21 Received ESYP Services	86.96%	0.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	n/a	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Delhi Charter School
Total Public Population: 472

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	10.81%		
Gifted/Talented Students ^a	3.28%	3.18%		
Regular Education Students ^a	83.76%	86.02%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.14%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	10.71%		
Participated in On-Level Assessment (grades 3-11)	82.72%	82.14%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	n/a	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	n/a	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	100.00%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	100.00%
Proficient LEAP 4 th grade ELA	37.01%	66.67%	75.03%	91.43%
Proficient LEAP 4 th grade Math	38.55%	66.67%	68.77%	82.86%
Proficient LEAP 8 th grade ELA	16.96%	n/a	63.69%	92.00%
Proficient LEAP 8 th grade Math	21.90%	n/a	60.10%	80.00%
Proficient GEE ELA	12.76%	0.00%	59.67%	81.25%
Proficient GEE Math	21.65%	0.00%	66.48%	75.00%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	n/a		99.68%	n/a	99.20%	n/a		99.70%	n/a
10 th grade	98.47%	100.00%		98.93%	100.00%	98.53%	100.00%		99.01%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	66.67%	41.80%	68.36%	80.56%	39.13%	50.00%	47.40%	68.60%	80.56%
4 th grade	34.43%	40.00%		67.09%	83.78%	33.84%	40.00%		73.54%	91.89%
5 th grade	31.65%	57.14%		62.50%	84.62%	26.70%	57.14%		63.98%	97.44%
6 th grade	29.93%	50.00%		66.30%	81.08%	28.07%	25.00%		66.12%	81.08%
7 th grade	26.73%	100.00%		62.09%	76.92%	23.34%	33.33%		63.97%	73.08%
8 th grade	21.74%	n/a		58.44%	n/a	19.66%	n/a		62.01%	n/a
10 th grade	31.31%	50.00%		65.74%	75.00%	27.85%	50.00%		59.05%	81.25%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	1.67%		10.43%	0.00%
Suspensions Out-of-School	14.75%	1.67%		10.15%	2.79%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	93.33%	57.76%
Inside Regular Class 40-79% of day	22.58%	4.44%	
Inside Regular Class less than 40% of day	16.11%	2.22%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	50.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	50.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			no

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	n/a	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	5.13%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	n/a	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Belle Chasse Academy, Inc.
Total Public Population: 801

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	8.49%		
Gifted/Talented Students ^a	3.28%	2.37%		
Regular Education Students ^a	83.76%	89.14%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	25.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	6.12%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	16.33%		
Participated in On-Level Assessment (grades 3-11)	82.72%	77.55%	99.74%	99.78%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	100.00%	75.03%	77.27%
Proficient LEAP 4 th grade Math	38.55%	100.00%	68.77%	81.82%
Proficient LEAP 8 th grade ELA	16.96%	14.29%	63.69%	84.62%
Proficient LEAP 8 th grade Math	21.90%	14.29%	60.10%	73.85%
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	n/a		98.93%	n/a	98.53%	n/a		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	50.00%	41.80%	68.36%	84.42%	39.13%	50.00%	47.40%	68.60%	80.52%
4 th grade	34.43%	77.78%		67.09%	80.88%	33.84%	77.78%		73.54%	76.47%
5 th grade	31.65%	40.00%		62.50%	63.16%	26.70%	50.00%		63.98%	72.63%
6 th grade	29.93%	46.15%		66.30%	64.20%	28.07%	46.15%		66.12%	75.31%
7 th grade	26.73%	20.00%		62.09%	60.56%	23.34%	40.00%		63.97%	61.97%
8 th grade	21.74%	18.18%		58.44%	73.85%	19.66%	27.27%		62.01%	84.62%
10 th grade	31.31%	n/a		65.74%	n/a	27.85%	n/a		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.00%
Suspensions Out-of-School	14.75%	0.00%		10.15%	0.00%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	33.33%	57.76%
Inside Regular Class 40-79% of day	22.58%	38.33%	
Inside Regular Class less than 40% of day	16.11%	28.33%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	0.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	33.33%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	66.67%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			**

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	38.30%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	n/a	
Ages 6 to 21	66.18%	87.50%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Milestone SABIS Academy of N.O.
Total Public Population: 381

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	2.89%		
Gifted/Talented Students ^a	3.28%	0.52%		
Regular Education Students ^a	83.76%	96.59%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.00%		
Participated in On-Level Assessment (grades 3-11)	82.72%	100.00%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	n/a	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	n/a	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	0.00%	75.03%	41.94%
Proficient LEAP 4 th grade Math	38.55%	0.00%	68.77%	41.94%
Proficient LEAP 8 th grade ELA	16.96%	n/a	63.69%	48.28%
Proficient LEAP 8 th grade Math	21.90%	n/a	60.10%	37.93%
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	n/a	98.68%	99.91%	n/a	99.77%	n/a	98.71%	99.92%	n/a
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	n/a		99.68%	n/a	99.20%	n/a		99.70%	n/a
10 th grade	98.47%	n/a		98.93%	n/a	98.53%	n/a		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	n/a	41.80%	68.36%	n/a	39.13%	n/a	47.40%	68.60%	n/a
4 th grade	34.43%	0.00%		67.09%	41.94%	33.84%	0.00%		73.54%	41.94%
5 th grade	31.65%	0.00%		62.50%	24.14%	26.70%	0.00%		63.98%	20.69%
6 th grade	29.93%	0.00%		66.30%	39.13%	28.07%	0.00%		66.12%	47.83%
7 th grade	26.73%	0.00%		62.09%	42.86%	23.34%	0.00%		63.97%	39.29%
8 th grade	21.74%	n/a		58.44%	n/a	19.66%	n/a		62.01%	n/a
10 th grade	31.31%	n/a		65.74%	n/a	27.85%	n/a		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.00%
Suspensions Out-of-School	14.75%	10.71%		10.15%	12.99%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	10.00%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	10.00%	57.76%
Inside Regular Class 40-79% of day	22.58%	80.00%	
Inside Regular Class less than 40% of day	16.11%	10.00%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	0.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		**	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		**	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	n/a	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	36.36%	
Students Ages 3-21 Received ESYP Services	86.96%	100.00%	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	n/a	
Ages 6 to 21	66.18%	63.64%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: RSD - Dryades YMCA
Total Public Population: 692

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	3.90%		
Gifted/Talented Students ^a	3.28%	0.00%		
Regular Education Students ^a	83.76%	96.10%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	16.67%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	20.83%		
Participated in On-Level Assessment (grades 3-11)	82.72%	62.50%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	n/a	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	n/a	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	0.00%	75.03%	41.38%
Proficient LEAP 4 th grade Math	38.55%	0.00%	68.77%	36.21%
Proficient LEAP 8 th grade ELA	16.96%	n/a	63.69%	23.81%
Proficient LEAP 8 th grade Math	21.90%	n/a	60.10%	14.29%
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	98.28%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	97.01%	99.20%	100.00%		99.70%	97.01%
10 th grade	98.47%	n/a		98.93%	n/a	98.53%	n/a		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	33.33%	41.80%	68.36%	17.46%	39.13%	66.67%	47.40%	68.60%	20.63%
4 th grade	34.43%	0.00%		67.09%	37.29%	33.84%	0.00%		73.54%	42.37%
5 th grade	31.65%	0.00%		62.50%	12.07%	26.70%	0.00%		63.98%	10.34%
6 th grade	29.93%	9.09%		66.30%	21.92%	28.07%	0.00%		66.12%	13.70%
7 th grade	26.73%	25.00%		62.09%	19.30%	23.34%	50.00%		63.97%	10.53%
8 th grade	21.74%	0.00%		58.44%	13.43%	19.66%	0.00%		62.01%	22.39%
10 th grade	31.31%	n/a		65.74%	n/a	27.85%	n/a		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	10.64%		10.43%	11.40%
Suspensions Out-of-School	14.75%	8.51%		10.15%	15.75%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	40.00%	57.76%
Inside Regular Class 40-79% of day	22.58%	32.00%	
Inside Regular Class less than 40% of day	16.11%	28.00%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	0.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.00%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		n/a	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		n/a	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	n/a	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	n/a	
Students Ages 3-21 Received ESYP Services	86.96%	n/a	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: RSD - Friends of King
Total Public Population: 428

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	2.10%		
Gifted/Talented Students ^a	3.28%	1.17%		
Regular Education Students ^a	83.76%	96.73%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	12.50%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.00%		
Participated in On-Level Assessment (grades 3-11)	82.72%	87.50%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	n/a	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	n/a	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	100.00%	75.03%	83.33%
Proficient LEAP 4 th grade Math	38.55%	0.00%	68.77%	80.00%
Proficient LEAP 8 th grade ELA	16.96%	n/a	63.69%	66.67%
Proficient LEAP 8 th grade Math	21.90%	n/a	60.10%	61.90%
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	n/a		99.74%	n/a	99.19%	n/a		99.76%	n/a
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	n/a		98.93%	n/a	98.53%	n/a		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	0.00%	41.80%	68.36%	61.22%	39.13%	0.00%	47.40%	68.60%	63.27%
4 th grade	34.43%	0.00%		67.09%	80.00%	33.84%	100.00%		73.54%	83.33%
5 th grade	31.65%	0.00%		62.50%	27.50%	26.70%	0.00%		63.98%	30.00%
6 th grade	29.93%	n/a		66.30%	n/a	28.07%	n/a		66.12%	n/a
7 th grade	26.73%	33.33%		62.09%	30.00%	23.34%	33.33%		63.97%	50.00%
8 th grade	21.74%	100.00%		58.44%	61.90%	19.66%	100.00%		62.01%	66.67%
10 th grade	31.31%	n/a		65.74%	n/a	27.85%	n/a		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.00%
Suspensions Out-of-School	14.75%	0.00%		10.15%	1.35%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	0.00%	57.76%
Inside Regular Class 40-79% of day	22.58%	100.00%	
Inside Regular Class less than 40% of day	16.11%	0.00%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	100.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		n/a	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		n/a	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	n/a	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	n/a	
Students Ages 3-21 Received ESYP Services	86.96%	n/a	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: RSD - New Orleans Charter School Foundation

School Year: 2006-2007

Total Public Population: 474

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	6.12%		
Gifted/Talented Students ^a	3.28%	0.00%		
Regular Education Students ^a	83.76%	93.88%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	9.52%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.00%		
Participated in On-Level Assessment (grades 3-11)	82.72%	90.48%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	16.67%	75.03%	36.11%
Proficient LEAP 4 th grade Math	38.55%	0.00%	68.77%	25.00%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	24.00%
Proficient LEAP 8 th grade Math	21.90%	0.00%	60.10%	17.02%
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	n/a		99.61%	n/a	98.69%	n/a		99.65%	n/a
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	n/a		98.93%	n/a	98.53%	n/a		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	0.00%	41.80%	68.36%	15.09%	39.13%	50.00%	47.40%	68.60%	13.21%
4 th grade	34.43%	0.00%		67.09%	23.68%	33.84%	16.67%		73.54%	34.21%
5 th grade	31.65%	20.00%		62.50%	5.13%	26.70%	0.00%		63.98%	7.69%
6 th grade	29.93%	0.00%		66.30%	18.37%	28.07%	0.00%		66.12%	20.00%
7 th grade	26.73%	n/a		62.09%	n/a	23.34%	n/a		63.97%	n/a
8 th grade	21.74%	0.00%		58.44%	14.81%	19.66%	0.00%		62.01%	22.22%
10 th grade	31.31%	n/a		65.74%	n/a	27.85%	n/a		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	2.86%		10.43%	2.46%
Suspensions Out-of-School	14.75%	20.00%		10.15%	17.75%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	100.00%	57.76%
Inside Regular Class 40-79% of day	22.58%	0.00%	
Inside Regular Class less than 40% of day	16.11%	0.00%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	100.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	
Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		n/a	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		n/a	
	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	n/a	
Students Ages 3-21 Received ESYP Services	86.96%	n/a	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	0.00%	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: RSD - Choice Foundation
Total Public Population: 997

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	5.22%		
Gifted/Talented Students ^a	3.28%	0.20%		
Regular Education Students ^a	83.76%	94.58%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	3.70%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	3.70%		
Participated in On-Level Assessment (grades 3-11)	82.72%	92.59%	99.74%	99.48%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	n/a	99.88%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.56%	n/a	99.86%	n/a
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	0.00%	75.03%	28.74%
Proficient LEAP 4 th grade Math	38.55%	0.00%	68.77%	31.40%
Proficient LEAP 8 th grade ELA	16.96%	n/a	63.69%	n/a
Proficient LEAP 8 th grade Math	21.90%	n/a	60.10%	n/a
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	n/a		99.68%	n/a	99.20%	n/a		99.70%	n/a
10 th grade	98.47%	n/a		98.93%	n/a	98.53%	n/a		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	0.00%	41.80%	68.36%	16.67%	39.13%	7.69%	47.40%	68.60%	22.22%
4 th grade	34.43%	0.00%		67.09%	30.21%	33.84%	0.00%		73.54%	28.13%
5 th grade	31.65%	0.00%		62.50%	14.29%	26.70%	0.00%		63.98%	22.86%
6 th grade	29.93%	0.00%		66.30%	32.26%	28.07%	0.00%		66.12%	29.03%
7 th grade	26.73%	0.00%		62.09%	39.06%	23.34%	0.00%		63.97%	35.94%
8 th grade	21.74%	n/a		58.44%	n/a	19.66%	n/a		62.01%	n/a
10 th grade	31.31%	n/a		65.74%	n/a	27.85%	n/a		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.76%
Suspensions Out-of-School	14.75%	17.02%		10.15%	11.68%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.38%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	6.25%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	53.33%	57.76%
Inside Regular Class 40-79% of day	22.58%	26.67%	
Inside Regular Class less than 40% of day	16.11%	20.00%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	100.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		n/a	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		n/a	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	n/a	
Students Ages 3-21 Received ESYP Services	86.96%	n/a	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	n/a	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: RSD - Algiers Charter Schools Association (ACSA)

School Year: 2006-2007

Total Public Population: 3,269

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	7.40%		
Gifted/Talented Students ^a	3.28%	2.36%		
Regular Education Students ^a	83.76%	90.24%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	52.94%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	5.88%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	7.04%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	7.75%		
Participated in On-Level Assessment (grades 3-11)	82.72%	85.21%	99.74%	99.52%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	100.00%	99.19%	99.50%
Participated in On-Level Assessment – GEE Math	98.88%	100.00%	99.16%	99.50%
Proficient LEAP 4 th grade ELA	37.01%	40.00%	75.03%	56.65%
Proficient LEAP 4 th grade Math	38.55%	40.00%	68.77%	40.39%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	48.34%
Proficient LEAP 8 th grade Math	21.90%	10.00%	60.10%	52.98%
Proficient GEE ELA	12.76%	13.64%	59.67%	28.86%
Proficient GEE Math	21.65%	18.18%	66.48%	51.24%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	99.22%	99.77%	100.00%	98.71%	99.92%	99.22%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	100.00%		98.93%	99.50%	98.53%	100.00%		99.01%	99.50%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	8.33%	41.80%	68.36%	33.73%	39.13%	25.00%	47.40%	68.60%	41.96%
4 th grade	34.43%	50.00%		67.09%	38.89%	33.84%	50.00%		73.54%	55.56%
5 th grade	31.65%	5.56%		62.50%	23.50%	26.70%	8.11%		63.98%	23.08%
6 th grade	29.93%	19.05%		66.30%	44.08%	28.07%	19.05%		66.12%	43.60%
7 th grade	26.73%	33.33%		62.09%	30.98%	23.34%	33.33%		63.97%	38.59%
8 th grade	21.74%	15.38%		58.44%	53.29%	19.66%	7.69%		62.01%	48.03%
10 th grade	31.31%	24.14%		65.74%	50.99%	27.85%	34.48%		59.05%	28.71%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.21%
Suspensions Out-of-School	14.75%	13.58%		10.15%	11.03%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.15%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	8	4.26%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	25.88%	57.76%
Inside Regular Class 40-79% of day	22.58%	57.06%	
Inside Regular Class less than 40% of day	16.11%	17.06%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	11.11%	
In the Regular Early Childhood Program 40-79% of time	15.93%	22.22%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	66.67%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		n/a	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		n/a	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	n/a	
Students Ages 3-21 Received ESYP Services	86.96%	n/a	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	100.00%	
Ages 6 to 21	66.18%	7.89%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: Recovery School District (RSD) - LDE

School Year: 2006-2007

Total Public Population: 8,517

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	7.16%		
Gifted/Talented Students ^a	3.28%	0.11%		
Regular Education Students ^a	83.76%	92.73%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	11.11%	18.00%	
GED/Skills Options	10.76%	3.70%		
Certificate of Achievement	5.80%	14.81%		
Dropped Out	28.97%	51.85%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	8.57%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	2.86%		
Participated in On-Level Assessment (grades 3-11)	82.72%	84.19%	99.74%	95.70%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	97.30%	99.98%	99.34%
Participated in On-Level Assessment – 4 th grade Math	99.96%	97.37%	99.98%	99.57%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	97.06%	99.88%	99.64%
Participated in On-Level Assessment – 8 th grade Math	99.56%	98.53%	99.86%	99.64%
Participated in On-Level Assessment – GEE ELA	98.88%	76.81%	99.19%	82.03%
Participated in On-Level Assessment – GEE Math	98.88%	85.71%	99.16%	82.86%
Proficient LEAP 4 th grade ELA	37.01%	13.89%	75.03%	20.00%
Proficient LEAP 4 th grade Math	38.55%	16.22%	68.77%	13.94%
Proficient LEAP 8 th grade ELA	16.96%	1.52%	63.69%	15.55%
Proficient LEAP 8 th grade Math	21.90%	2.99%	60.10%	17.54%
Proficient GEE ELA	12.76%	1.89%	59.67%	9.26%
Proficient GEE Math	21.65%	5.00%	66.48%	14.29%

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	98.91%	99.77%	100.00%	98.71%	99.92%	99.45%
4 th grade	99.87%	98.04%		99.93%	99.62%	99.87%	98.04%		99.93%	99.42%
5 th grade	99.61%	100.00%		99.90%	98.99%	99.62%	98.15%		99.91%	99.80%
6 th grade	99.09%	98.33%		99.74%	98.90%	99.19%	100.00%		99.76%	99.21%
7 th grade	98.59%	100.00%		99.61%	98.48%	98.69%	98.68%		99.65%	99.49%
8 th grade	99.15%	98.82%		99.68%	99.69%	99.20%	97.65%		99.70%	99.69%
10 th grade	98.47%	86.67%		98.93%	82.86%	98.53%	79.78%		99.01%	82.01%
Proficiency rate (all assessment types)										
3 rd grade	43.00%	12.20%	41.80%	68.36%	17.82%	39.13%	14.63%	47.40%	68.60%	17.82%
4 th grade	34.43%	11.76%		67.09%	14.23%	33.84%	17.65%		73.54%	18.46%
5 th grade	31.65%	5.56%		62.50%	24.75%	26.70%	9.26%		63.98%	21.64%
6 th grade	29.93%	8.33%		66.30%	25.04%	28.07%	5.00%		66.12%	17.48%
7 th grade	26.73%	6.58%		62.09%	16.50%	23.34%	2.63%		63.97%	15.82%
8 th grade	21.74%	4.71%		58.44%	17.01%	19.66%	4.71%		62.01%	14.65%
10 th grade	31.31%	12.22%		65.74%	11.84%	27.85%	12.36%		59.05%	7.61%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	n/a		10.43%	n/a
Suspensions Out-of-School	14.75%	n/a		10.15%	n/a
Expulsions In-School	0.39%	n/a		0.37%	n/a
Expulsions Out-of-School	0.08%	n/a		0.46%	n/a

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	10	3.52%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	42.35%	57.76%
Inside Regular Class 40-79% of day	22.58%	40.93%	
Inside Regular Class less than 40% of day	16.11%	16.73%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	66.67%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	33.33%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			no
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			**

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	n/a	
Students Ages 3-21 Received ESYP Services	86.96%	n/a	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	40.00%	
Ages 6 to 21	66.18%	33.77%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: RSD - SUNO Institute of Academic Excellence
Total Public Population: 329

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	8.21%		
Gifted/Talented Students ^a	3.28%	6.38%		
Regular Education Students ^a	83.76%	85.41%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.00%		
Participated in On-Level Assessment (grades 3-11)	82.72%	100.00%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	100.00%	75.03%	69.57%
Proficient LEAP 4 th grade Math	38.55%	100.00%	68.77%	78.26%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	46.67%
Proficient LEAP 8 th grade Math	21.90%	12.50%	60.10%	44.00%
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	n/a	98.68%	99.91%	n/a	99.77%	n/a	98.71%	99.92%	n/a
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	n/a		98.93%	n/a	98.53%	n/a		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	n/a	41.80%	68.36%	n/a	39.13%	n/a	47.40%	68.60%	n/a
4 th grade	34.43%	100.00%		67.09%	78.26%	33.84%	100.00%		73.54%	69.57%
5 th grade	31.65%	66.67%		62.50%	45.00%	26.70%	33.33%		63.98%	20.00%
6 th grade	29.93%	20.00%		66.30%	36.11%	28.07%	0.00%		66.12%	43.06%
7 th grade	26.73%	14.29%		62.09%	47.22%	23.34%	0.00%		63.97%	63.89%
8 th grade	21.74%	12.50%		58.44%	43.42%	19.66%	0.00%		62.01%	46.05%
10 th grade	31.31%	n/a		65.74%	n/a	27.85%	n/a		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.00%
Suspensions Out-of-School	14.75%	0.00%		10.15%	0.00%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	0	0.00%	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	37.04%	57.76%
Inside Regular Class 40-79% of day	22.58%	59.26%	
Inside Regular Class less than 40% of day	16.11%	3.70%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	0.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.00%	
	0.00%	0.00%	
Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%
Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		n/a	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		n/a	
	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	n/a	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	n/a	
Students Ages 3-21 Received ESYP Services	86.96%	n/a	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	n/a	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose “District/State Accountability” then select a district under “Subgroup Component Report (AYP).”
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
 7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 7 will be reported beginning in the 2009-10 Performance Profile.**
 8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
 9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
 10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
 11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
 12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
 13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
 14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: RSD - Knowledge Is Power Program (KIPP) N.O.

School Year: 2006-2007

Total Public Population: 494

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u> 1. Graduation with a High School Diploma 2. Dropping Out of High School 3. Participation and Performance on Statewide Assessment 4. Suspension/Expulsion Rates 5. Educational Environment (ages 6-21) 6. Educational Environment (ages 3-5) 7. Outcomes for Children Ages 3-5 8. Parental Involvement	<u>Disproportionality</u> 9. Special Education and Related Services 10. Specific Disability Categories <u>Effective General Supervision Part B / Child Find</u> 11. Evaluation Timelines <u>Effective General Supervision Part B / Effective Transition</u> 12. Transition from Part C 13. Post-secondary Goals 14. Post-secondary Outcomes
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A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	9.92%		
Gifted/Talented Students ^a	3.28%	4.45%		
Regular Education Students ^a	83.76%	85.63%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	23.33%		
Participated in On-Level Assessment (grades 3-11)	82.72%	76.67%	99.74%	99.67%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	100.00%	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	50.00%	75.03%	57.14%
Proficient LEAP 4 th grade Math	38.55%	50.00%	68.77%	61.90%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	56.52%
Proficient LEAP 8 th grade Math	21.90%	0.00%	60.10%	82.61%
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	100.00%		99.93%	100.00%	99.87%	100.00%		99.93%	100.00%
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	n/a		98.93%	n/a	98.53%	n/a		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	100.00%	41.80%	68.36%	65.96%	39.13%	50.00%	47.40%	68.60%	48.94%
4 th grade	34.43%	20.00%		67.09%	60.47%	33.84%	20.00%		73.54%	55.81%
5 th grade	31.65%	14.29%		62.50%	57.48%	26.70%	28.57%		63.98%	62.99%
6 th grade	29.93%	50.00%		66.30%	69.77%	28.07%	50.00%		66.12%	53.49%
7 th grade	26.73%	0.00%		62.09%	70.37%	23.34%	0.00%		63.97%	70.37%
8 th grade	21.74%	0.00%		58.44%	82.61%	19.66%	0.00%		62.01%	56.52%
10 th grade	31.31%	n/a		65.74%	n/a	27.85%	n/a		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.00%
Suspensions Out-of-School	14.75%	9.43%		10.15%	3.38%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.21%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	2	5.00%	yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	77.78%	57.76%
Inside Regular Class 40-79% of day	22.58%	19.44%	
Inside Regular Class less than 40% of day	16.11%	2.78%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	100.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility	0.22%	0.00%	
Home	3.05%	0.00%	
Service Provider Location	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification		n/a	
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification		n/a	

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	100.00%	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	n/a	
Students Ages 3-21 Received ESYP Services	86.96%	n/a	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	0.00%	
Ages 6 to 21	66.18%	50.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**

PERFORMANCE PROFILE

School System: RSD - Middle School Advocates, Inc.
Total Public Population: 346

School Year: 2006-2007

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses new reporting requirements under the Individuals with Disabilities Education Improvement Act of 2004. The State Performance Plan, which was developed with broad stakeholder input, sets annual targets for improvement in indicator areas determined to directly influence successful student outcomes. Further, the plan describes activities to achieve its targets, with annual reporting of the state's progress beginning in February 2007.

As part of the annual Performance Profiles, Louisiana will disseminate information to the public about the performance of local education agencies in indicator areas 1–14 of the SPP in addition to other outcome measures for students receiving special education services. Indicators listed in **bold** are reported below; the remainder of the indicators will be added in subsequent Performance Profiles. Annual state targets for the SPP indicators are provided where appropriate. The indicators fall into the following categories:

<u>FAPE in the LRE</u>	<u>Disproportionality</u>
1. Graduation with a High School Diploma	9. Special Education and Related Services
2. Dropping Out of High School	10. Specific Disability Categories
3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
4. Suspension/Expulsion Rates	11. Evaluation Timelines
5. Educational Environment (ages 6-21)	<u>Effective General Supervision Part B / Effective Transition</u>
6. Educational Environment (ages 3-5)	12. Transition from Part C
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

A general explanation of the indicators is located at the end of this profile. Louisiana's State Performance Plan (with more detail about the indicators, annual targets, and activities designed to achieve these targets) can be downloaded at the following link: <http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.95%	6.94%		
Gifted/Talented Students ^a	3.28%	2.60%		
Regular Education Students ^a	83.76%	90.46%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2006-07 State Target	
	State	Local		
High School Diploma	17.70%	0.00%	18.00%	
GED/Skills Options	10.76%	0.00%		
Certificate of Achievement	5.80%	0.00%		
Dropped Out	28.97%	0.00%	25.00%	
Statewide Assessment ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.06%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	8.79%	0.00%		
Participated in On-Level Assessment (grades 3-11)	82.72%	100.00%	99.74%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.96%	n/a	99.98%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.96%	n/a	99.98%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.61%	100.00%	99.88%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.56%	100.00%	99.86%	100.00%
Participated in On-Level Assessment – GEE ELA	98.88%	n/a	99.19%	n/a
Participated in On-Level Assessment – GEE Math	98.88%	n/a	99.16%	n/a
Proficient LEAP 4 th grade ELA	37.01%	n/a	75.03%	22.22%
Proficient LEAP 4 th grade Math	38.55%	n/a	68.77%	22.22%
Proficient LEAP 8 th grade ELA	16.96%	0.00%	63.69%	42.47%
Proficient LEAP 8 th grade Math	21.90%	0.00%	60.10%	38.36%
Proficient GEE ELA	12.76%	n/a	59.67%	n/a
Proficient GEE Math	21.65%	n/a	66.48%	n/a

Statewide Assessment by Grade and Subject – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2006-07 State Target	Regular Ed.		Special Ed.		2006-07 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.80%	100.00%	98.68%	99.91%	100.00%	99.77%	100.00%	98.71%	99.92%	100.00%
4 th grade	99.87%	n/a		99.93%	n/a	99.87%	n/a		99.93%	n/a
5 th grade	99.61%	100.00%		99.90%	100.00%	99.62%	100.00%		99.91%	100.00%
6 th grade	99.09%	100.00%		99.74%	100.00%	99.19%	100.00%		99.76%	100.00%
7 th grade	98.59%	100.00%		99.61%	100.00%	98.69%	100.00%		99.65%	100.00%
8 th grade	99.15%	100.00%		99.68%	100.00%	99.20%	100.00%		99.70%	100.00%
10 th grade	98.47%	n/a		98.93%	n/a	98.53%	n/a		99.01%	n/a
Proficiency rate (all assessment types)										
3 rd grade	43.00%	0.00%	41.80%	68.36%	35.00%	39.13%	0.00%	47.40%	68.60%	40.00%
4 th grade	34.43%	n/a		67.09%	n/a	33.84%	n/a		73.54%	n/a
5 th grade	31.65%	25.00%		62.50%	22.73%	26.70%	0.00%		63.98%	13.64%
6 th grade	29.93%	0.00%		66.30%	40.48%	28.07%	0.00%		66.12%	14.29%
7 th grade	26.73%	12.50%		62.09%	29.51%	23.34%	25.00%		63.97%	18.03%
8 th grade	21.74%	0.00%		58.44%	38.67%	19.66%	0.00%		62.01%	42.67%
10 th grade	31.31%	n/a		65.74%	n/a	27.85%	n/a		59.05%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	12.59%	0.00%		10.43%	0.00%
Suspensions Out-of-School	14.75%	38.71%		10.15%	43.28%
Expulsions In-School	0.39%	0.00%		0.37%	0.00%
Expulsions Out-of-School	0.08%	0.00%		0.46%	0.00%

Long-term Discipline (greater than 10 days) – Indicator 4A ^e			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days	1	n/a	no

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
Inside Regular Class 80% or more of day	59.32%	0.00%	57.76%
Inside Regular Class 40-79% of day	22.58%	0.00%	
Inside Regular Class less than 40% of day	16.11%	0.00%	16.11%
Separate School	0.73%	0.00%	
Residential Facility	0.24%	0.00%	
Homebound/Hospital	0.85%	0.00%	
Correctional Facilities	0.17%	0.00%	
Served separate schools, residential facilities, or homebound or hospital placements	1.82%	0.00%	2.19%

Educational Environment (Ages 3-5) – Indicator 6 ^f			
	Special Ed.		2006-07 State Target
	State	Local	
In the Regular Early Childhood Program at least 80% of time	59.15%	0.00%	
In the Regular Early Childhood Program 40-79% of time	15.93%	0.00%	
In the Regular Early Childhood Program less than 40% of time	0.00%	0.00%	
Attending a Special Education Program – Separate Class	21.62%	0.00%	
Attending a Special Education Program – Separate School	0.02%	0.00%	
Attending a Special Education Program – Residential Facility Home	0.22%	0.00%	
Service Provider Location	3.05%	0.00%	
	0.00%	0.00%	

Parental Involvement – Indicator 8 ^g			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	38.00%	*	39.00%

Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9 ^h			
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification			n/a
Disproportionality – Disability Category (Ages 6-21) – Indicator 10 ^h			
Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification			n/a

	Special Ed.		2006-07 State Target
	State	Local	
Evaluation Timelines – Indicator 11 ⁱ			
Initial Evaluations completed in timelines	100.00%	n/a	100.0%
Effective Transition – Indicators 12 ^j & 13 ^k			
Students referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday	91.33%	n/a	100.0%
Youth, aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	75.95%	*	100.0%
Extended School Year Program ^l			
Students Ages 3-21 Eligible for ESYP Services	3.66%	n/a	
Students Ages 3-21 Received ESYP Services	86.96%	n/a	
Highly Qualified Personnel (Special Education Teachers) ^m			
Ages 3 to 5	80.43%	n/a	
Ages 6 to 21	66.18%	100.00%	

Total Public Population is General Education public from February 1, 2007, SIS membership count.

^a February 1, 2007, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2007, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above.

^d 2006-07 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2006-07 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f October 2, 2006, IDEA Data Tables (excluding nonpublic). Educational environment for children with disabilities ages 3-5 is a result of data that were converted to reflect new categories established by OSEP. Results for 2006-07 should not be compared to data from previous or following years.

^g 2006-07 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2006-07 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/06 to 6/30/07)

^k 2006-07 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l 2005-06 SER data; Summer 2006

^m October 2, 2006 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2006-07 school year.

** Counts too small (less than 10) to evaluate disproportionality.

U Data is not reportable due to low response number.

State Performance Plan Indicators

1. **High School Diploma Graduation** – number of students aged 14-21, exiting special education with a high school diploma, divided by the total number of students aged 14-21 exiting special education.
2. **Drop Out** – number of students aged 14-21, exiting special education by dropping out, divided by the total number of students aged 14-21 exiting special education.
3. **Statewide Assessment Participation and Performance**
 - a. **Districts making AYP for students with disabilities** – this information is presented in the District Subgroup Reports and can be downloaded at the following link: <http://www.louisianaschools.net/ide/accountability/home.html>. Choose "District/State Accountability" then select a district under "Subgroup Component Report (AYP)."
 - b. **Participation on Statewide Assessment** – number of children with IEPs in regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Participation is reported by grade and subject.
 - c. **Performance on Statewide Assessment** – number of children with IEPs who are proficient (scoring basic or above) as measured by the regular assessment with/without accommodations and alternate assessment against grade level standards, modified achievement standards, and alternate achievement standards (grades 3-10) divided by the number of children with IEPs in grades 3-10. Performance is reported by grade and subject.
4. **Long-term Suspensions/Expulsions** – number of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days. For this indicator, districts are compared to determine if there is a *significant discrepancy* in the rates of long-term suspension/expulsions
 - a. **Out-of-school suspension/expulsions totaling more than 10 days in a school year** – significant discrepancy is met if the number of students with disabilities suspended or expelled for more than 10 days is greater than or equal to 20, or if the percentage of students with disabilities suspended or expelled for more than 10 days in the LEA's IDEA child count is greater than 2%.
5. **Educational Environment (ages 6-21)** – setting where students with disabilities ages 6-21 are being served
 - a. **Inside the regular class 80% or more of the day**
 - b. **Inside the regular class less than 40% of the day**
 - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
 - a. **Attending a regular early childhood program**
 - b. **Not attending a regular early childhood program or kindergarten and attending a special education program**
 - c. **Not attending a regular early childhood program or kindergarten and not attending a special education program**
7. **Outcomes for Preschool Children with IEPs** – percent of preschool children with IEPs who demonstrate improved (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs. In order to assess improvement, children are tested upon entry and exit of their preschool program. **Outcome data for Indicator 6 will be reported beginning with the 2008-09 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
10. **Disproportionate representation by exceptionality that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups (by exceptionality). LEAs with risk ratios greater than or equal to 1.50 with a group size of at least 10 are monitored further to determine if the identification is inappropriate.
11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
12. **Transition from Part C** – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays.
13. **Post-secondary Goals** – for youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.
14. **Post-secondary Outcomes** – based on a survey of students with disabilities who exited secondary schools, the percent who report they participate in competitive employment and/or post-secondary school. **Outcome data for Indicator 14 will be reported beginning with the 2007-08 Performance Profile.**