

PERFORMANCE PROFILE

School System: Acadia Parish
Total Public Population: 9,371

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	12.86%		
Gifted/Talented Students ^a	3.40%	0.68%		
Regular Education Students ^a	84.03%	86.46%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	11.73%	19.00%	
GED/Skills Options	10.34%	0.56%		
Certificate of Achievement	6.92%	11.17%		
Dropped Out	29.88%	27.37%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	5.07%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	18.59%		
Participated in On-Level Assessment (grades 3-11)	78.66%	75.42%	99.82%	99.79%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	98.94%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	98.93%
Proficient LEAP 4 th grade ELA	39.52%	51.79%	76.16%	74.75%
Proficient LEAP 4 th grade Math	44.87%	44.64%	72.90%	71.62%
Proficient LEAP 8 th grade ELA	16.89%	21.43%	64.03%	68.76%
Proficient LEAP 8 th grade Math	26.73%	32.14%	63.72%	73.03%
Proficient GEE ELA	14.71%	17.50%	61.90%	69.96%
Proficient GEE Math	25.69%	37.50%	67.40%	73.49%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	98.82%	98.70%	99.9%	100.00%	99.7%	97.65%	97.75%	99.9%	99.85%
4 th grade	99.8%	100.00%		99.9%	99.86%	99.8%	100.00%		99.9%	99.86%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	97.94%		99.8%	99.84%	99.3%	97.96%		99.8%	99.84%
7 th grade	99.4%	98.89%		99.7%	99.47%	99.5%	98.89%		99.7%	99.47%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	97.33%		99.1%	98.72%	98.1%	97.33%		99.1%	98.94%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	42.35%	53.50%	65.6%	64.13%	38.5%	35.29%	57.90%	67.6%	60.18%
4 th grade	41.1%	44.04%		70.9%	69.57%	35.7%	40.37%		74.4%	72.57%
5 th grade	40.4%	39.71%		67.0%	68.69%	33.0%	22.06%		68.2%	63.65%
6 th grade	30.5%	34.02%		64.3%	66.12%	26.7%	22.45%		66.0%	64.32%
7 th grade	25.8%	28.89%		58.6%	59.54%	25.5%	33.33%		64.8%	66.25%
8 th grade	24.3%	27.91%		60.4%	71.43%	20.3%	22.09%		61.2%	68.11%
10 th grade	25.4%	22.67%		66.7%	72.55%	20.1%	18.67%		61.3%	69.21%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	9.09%		8.97%	10.05%
Suspensions Out-of-School	13.84%	18.97%		10.26%	15.79%
Expulsions In-School	0.10%	0.00%		0.11%	0.01%
Expulsions Out-of-School	0.04%	0.07%		0.39%	1.21%

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	1	0.08%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	69.52%	60.22%
Inside Regular Class 40-79% of day	20.63%	9.48%	
Inside Regular Class less than 40% of day	15.28%	19.24%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.75%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.75%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	50.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.72%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.72%
Attending a Special Education Program – Separate Class	11.91%	15.94%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	2.90%
Service Provider Location	6.70%	29.71%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	99.25%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	77.77%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	5.56%	
Students Ages 3-21 Received ESYP Services	88.27%	94.67%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	85.14%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Allen Parish
Total Public Population: 4,244

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	10.77%		
Gifted/Talented Students ^a	3.40%	1.13%		
Regular Education Students ^a	84.03%	88.10%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	9.09%	19.00%	
GED/Skills Options	10.34%	10.91%		
Certificate of Achievement	6.92%	5.45%		
Dropped Out	29.88%	5.45%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.37%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	15.73%		
Participated in On-Level Assessment (grades 3-11)	78.66%	77.90%	99.82%	99.96%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	37.84%	76.16%	84.68%
Proficient LEAP 4 th grade Math	44.87%	54.05%	72.90%	81.85%
Proficient LEAP 8 th grade ELA	16.89%	15.00%	64.03%	70.74%
Proficient LEAP 8 th grade Math	26.73%	45.00%	63.72%	74.44%
Proficient GEE ELA	14.71%	14.29%	61.90%	66.24%
Proficient GEE Math	25.69%	28.57%	67.40%	72.22%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	58.00%	53.50%	65.6%	76.53%	38.5%	50.00%	57.90%	67.6%	78.70%
4 th grade	41.1%	50.00%		70.9%	81.20%	35.7%	37.04%		74.4%	83.83%
5 th grade	40.4%	52.17%		67.0%	68.22%	33.0%	39.13%		68.2%	72.09%
6 th grade	30.5%	43.18%		64.3%	72.00%	26.7%	29.55%		66.0%	82.00%
7 th grade	25.8%	30.43%		58.6%	55.63%	25.5%	28.26%		64.8%	72.35%
8 th grade	24.3%	37.04%		60.4%	73.85%	20.3%	25.93%		61.2%	68.90%
10 th grade	25.4%	33.33%		66.7%	72.22%	20.1%	22.22%		61.3%	66.24%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	5.84%		8.97%	6.46%
Suspensions Out-of-School	13.84%	18.34%		10.26%	13.30%
Expulsions In-School	0.10%	0.49%		0.11%	0.37%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	5	1.06%	No

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	67.54%	60.22%
Inside Regular Class 40-79% of day	20.63%	26.30%	
Inside Regular Class less than 40% of day	15.28%	5.45%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.71%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.71%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	79.17%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	20.83%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	88.89%	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	66.29%	100.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	73.33%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	6.10%	
Students Ages 3-21 Received ESY Services	88.27%	68.75%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	84.62%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Ascension Parish
Total Public Population: 18,739

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	12.63%		
Gifted/Talented Students ^a	3.40%	1.79%		
Regular Education Students ^a	84.03%	85.58%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	18.46%	19.00%	
GED/Skills Options	10.34%	16.92%		
Certificate of Achievement	6.92%	2.56%		
Dropped Out	29.88%	22.05%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	7.87%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	0.92%		
Participated in On-Level Assessment (grades 3-11)	78.66%	90.79%	99.82%	99.83%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	99.18%	99.87%	99.76%
Participated in On-Level Assessment – 8 th grade Math	99.67%	99.18%	99.87%	99.76%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.55%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.55%
Proficient LEAP 4 th grade ELA	39.52%	37.17%	76.16%	81.35%
Proficient LEAP 4 th grade Math	44.87%	38.02%	72.90%	77.64%
Proficient LEAP 8 th grade ELA	16.89%	17.36%	64.03%	71.00%
Proficient LEAP 8 th grade Math	26.73%	26.45%	63.72%	75.18%
Proficient GEE ELA	14.71%	18.07%	61.90%	70.44%
Proficient GEE Math	25.69%	33.73%	67.40%	81.32%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.92%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	99.64%		99.9%	100.00%	99.8%	99.64%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	99.83%	99.6%	100.00%		99.9%	99.83%
6 th grade	99.2%	100.00%		99.8%	99.92%	99.3%	100.00%		99.8%	99.92%
7 th grade	99.4%	99.22%		99.7%	99.53%	99.5%	99.22%		99.7%	99.61%
8 th grade	99.1%	98.61%		99.7%	99.77%	99.2%	98.61%		99.7%	99.77%
10 th grade	97.8%	100.00%		99.1%	98.84%	98.1%	100.00%		99.1%	99.10%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	36.06%	53.50%	65.6%	71.94%	38.5%	35.58%	57.90%	67.6%	72.50%
4 th grade	41.1%	35.71%		70.9%	74.22%	35.7%	35.36%		74.4%	78.93%
5 th grade	40.4%	43.75%		67.0%	73.79%	33.0%	34.82%		68.2%	71.12%
6 th grade	30.5%	32.12%		64.3%	76.89%	26.7%	31.09%		66.0%	73.15%
7 th grade	25.8%	38.76%		58.6%	78.53%	25.5%	30.23%		64.8%	73.07%
8 th grade	24.3%	27.78%		60.4%	73.57%	20.3%	20.14%		61.2%	69.46%
10 th grade	25.4%	35.56%		66.7%	80.30%	20.1%	21.11%		61.3%	69.75%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	9.62%		8.97%	8.88%
Suspensions Out-of-School	13.84%	11.43%		10.26%	6.31%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	0.43%

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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	89.00%	60.22%
Inside Regular Class 40-79% of day	20.63%	3.67%	
Inside Regular Class less than 40% of day	15.28%	6.72%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.61%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.61%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	78.85%
In the Regular Early Childhood Program 40-79% of time	4.23%	2.56%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	2.24%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	2.56%
Service Provider Location	6.70%	13.78%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	100.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	89.10%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	2.79%	
Students Ages 3-21 Received ESYP Services	88.27%	89.86%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	81.51%	
Ages 6 to 21	73.09%	84.58%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

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^m 2006-07 SER data; Summer 2007

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Outcome data will be reported beginning with the 2009-10 Performance Profile.
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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.

PERFORMANCE PROFILE

School System: Assumption Parish
Total Public Population: 4,143

School Year: 2007-2008

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3. Participation and Performance on Statewide Assessment	<u>Effective General Supervision Part B / Child Find</u>
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7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
8. Parental Involvement	14. Post-secondary Outcomes

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	State	Local		
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	State	Local	State	Local
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Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	14.93%		
Participated in On-Level Assessment (grades 3-11)	78.66%	74.65%	99.82%	99.01%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	98.41%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	98.41%
Proficient LEAP 4 th grade ELA	39.52%	44.44%	76.16%	78.11%
Proficient LEAP 4 th grade Math	44.87%	38.89%	72.90%	64.22%
Proficient LEAP 8 th grade ELA	16.89%	5.56%	64.03%	64.71%
Proficient LEAP 8 th grade Math	26.73%	11.11%	63.72%	68.63%
Proficient GEE ELA	14.71%	0.00%	61.90%	57.49%
Proficient GEE Math	25.69%	20.00%	67.40%	65.59%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	97.92%	98.70%	99.9%	100.00%	99.7%	97.92%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	99.62%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	98.00%		99.8%	99.62%	99.3%	98.00%		99.8%	99.62%
7 th grade	99.4%	100.00%		99.7%	98.51%	99.5%	100.00%		99.7%	98.51%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	98.02%	98.1%	100.00%		99.1%	97.63%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	25.00%	53.50%	65.6%	58.13%	38.5%	45.83%	57.90%	67.6%	72.36%
4 th grade	41.1%	37.93%		70.9%	63.12%	35.7%	43.10%		74.4%	77.95%
5 th grade	40.4%	33.33%		67.0%	50.00%	33.0%	15.15%		68.2%	54.62%
6 th grade	30.5%	28.00%		64.3%	59.32%	26.7%	40.00%		66.0%	63.50%
7 th grade	25.8%	33.33%		58.6%	63.43%	25.5%	33.33%		64.8%	66.04%
8 th grade	24.3%	25.00%		60.4%	67.08%	20.3%	17.86%		61.2%	63.95%
10 th grade	25.4%	50.00%		66.7%	64.29%	20.1%	37.50%		61.3%	56.13%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	11.32%	8.97%	4.58%
Suspensions Out-of-School	13.84%	22.63%	10.26%	15.91%
Expulsions In-School	0.10%	0.00%	0.11%	0.94%
Expulsions Out-of-School	0.04%	0.00%	0.39%	0.27%

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	0.16%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	86.35%	60.22%
Inside Regular Class 40-79% of day	20.63%	8.35%	
Inside Regular Class less than 40% of day	15.28%	4.07%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.22%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.22%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	75.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.86%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	3.45%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.86%
Service Provider Location	6.70%	19.83%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	100.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.21%	
Students Ages 3-21 Received ESY Services	88.27%	90.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	87.50%	
Ages 6 to 21	73.09%	80.43%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Avoyelles Parish
Total Public Population: 6,136

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	9.29%		
Gifted/Talented Students ^a	3.40%	0.16%		
Regular Education Students ^a	84.03%	90.55%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	2.50%	19.00%	
GED/Skills Options	10.34%	17.50%		
Certificate of Achievement	6.92%	5.00%		
Dropped Out	29.88%	30.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	14.89%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	6.03%		
Participated in On-Level Assessment (grades 3-11)	78.66%	79.08%	99.82%	99.94%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.68%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.68%
Proficient LEAP 4 th grade ELA	39.52%	48.28%	76.16%	75.00%
Proficient LEAP 4 th grade Math	44.87%	41.38%	72.90%	73.99%
Proficient LEAP 8 th grade ELA	16.89%	3.85%	64.03%	49.61%
Proficient LEAP 8 th grade Math	26.73%	15.38%	63.72%	52.49%
Proficient GEE ELA	14.71%	0.00%	61.90%	56.87%
Proficient GEE Math	25.69%	15.38%	67.40%	69.52%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA					
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.78%	99.7%	100.00%	97.75%	99.9%	99.78%	
4 th grade	99.8%	97.73%		99.9%	100.00%	99.8%	97.73%		99.9%	100.00%	
5 th grade	99.6%	96.55%		99.9%	100.00%	99.6%	96.55%		99.9%	100.00%	
6 th grade	99.2%	100.00%		99.8%	99.73%	99.3%	100.00%		99.8%	99.73%	
7 th grade	99.4%	97.67%		99.7%	99.74%	99.5%	97.67%		99.7%	99.49%	
8 th grade	99.1%	100.00%		99.7%	99.52%	99.2%	100.00%		99.7%	99.52%	
10 th grade	97.8%	100.00%		99.1%	99.37%	98.1%	100.00%		99.1%	99.37%	
Proficiency rate (all assessment types)											
3 rd grade	41.3%	43.33%	53.50%	65.6%	64.72%	38.5%	43.33%	57.90%	67.6%	68.31%	
4 th grade	41.1%	38.64%		70.9%	74.03%	35.7%	40.91%		74.4%	75.17%	
5 th grade	40.4%	31.03%		67.0%	64.45%	33.0%	27.59%		68.2%	66.18%	
6 th grade	30.5%	24.59%		64.3%	62.73%	26.7%	24.59%		66.0%	66.49%	
7 th grade	25.8%	16.28%		58.6%	47.31%	25.5%	20.93%		64.8%	52.17%	
8 th grade	24.3%	22.50%		60.4%	51.93%	20.3%	12.50%		61.2%	48.79%	
10 th grade	25.4%	12.50%		66.7%	69.09%	20.1%	0.00%		61.3%	56.51%	

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	7.45%
Suspensions Out-of-School	13.84%	0.00%	10.26%	22.09%
Expulsions In-School	0.10%	0.00%	0.11%	0.03%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	0	0.00%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	79.52%	60.22%
Inside Regular Class 40-79% of day	20.63%	3.52%	
Inside Regular Class less than 40% of day	15.28%	13.66%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	3.30%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	3.30%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	55.68%
In the Regular Early Childhood Program 40-79% of time	4.23%	17.05%
In the Regular Early Childhood Program less than 40% of time	8.72%	12.50%
Attending a Special Education Program – Separate Class	11.91%	6.82%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	6.82%
Service Provider Location	6.70%	1.14%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	22.22%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	82.75%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.85%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	75.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Beauregard Parish
Total Public Population: 6,144

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	15.38%		
Gifted/Talented Students ^a	3.40%	1.71%		
Regular Education Students ^a	84.03%	82.91%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	18.52%	19.00%	
GED/Skills Options	10.34%	18.52%		
Certificate of Achievement	6.92%	3.70%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.87%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	7.30%		
Participated in On-Level Assessment (grades 3-11)	78.66%	85.84%	99.82%	99.97%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	35.42%	76.16%	85.22%
Proficient LEAP 4 th grade Math	44.87%	41.67%	72.90%	80.16%
Proficient LEAP 8 th grade ELA	16.89%	13.33%	64.03%	72.64%
Proficient LEAP 8 th grade Math	26.73%	16.67%	63.72%	70.75%
Proficient GEE ELA	14.71%	8.82%	61.90%	65.82%
Proficient GEE Math	25.69%	20.59%	67.40%	74.11%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	99.49%	99.8%	100.00%		99.9%	99.75%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	42.25%	53.50%	65.6%	79.83%	38.5%	40.85%	57.90%	67.6%	76.80%
4 th grade	41.1%	40.26%		70.9%	79.49%	35.7%	36.36%		74.4%	84.30%
5 th grade	40.4%	46.97%		67.0%	79.53%	33.0%	28.79%		68.2%	76.64%
6 th grade	30.5%	36.84%		64.3%	75.44%	26.7%	39.47%		66.0%	73.93%
7 th grade	25.8%	33.33%		58.6%	65.90%	25.5%	24.56%		64.8%	74.10%
8 th grade	24.3%	20.00%		60.4%	68.53%	20.3%	16.36%		61.2%	71.21%
10 th grade	25.4%	21.05%		66.7%	74.11%	20.1%	15.79%		61.3%	65.82%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	17.85%	8.97%	16.86%
Suspensions Out-of-School	13.84%	7.77%	10.26%	7.07%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	1	0.11%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	56.68%	60.22%
Inside Regular Class 40-79% of day	20.63%	33.88%	
Inside Regular Class less than 40% of day	15.28%	9.45%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	86.57%
In the Regular Early Childhood Program 40-79% of time	4.23%	11.94%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.75%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.75%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	100.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.61%	
Students Ages 3-21 Received ESY Services	88.27%	84.85%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	66.67%	
Ages 6 to 21	73.09%	42.59%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Bienville Parish
Total Public Population: 2,293

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	11.21%		
Gifted/Talented Students ^a	3.40%	0.22%		
Regular Education Students ^a	84.03%	88.57%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	23.81%	19.00%	
GED/Skills Options	10.34%	19.05%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	23.81%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.66%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	15.86%		
Participated in On-Level Assessment (grades 3-11)	78.66%	74.48%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	16.67%	76.16%	74.23%
Proficient LEAP 4 th grade Math	44.87%	33.33%	72.90%	61.96%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	45.04%
Proficient LEAP 8 th grade Math	26.73%	12.50%	63.72%	58.02%
Proficient GEE ELA	14.71%	14.29%	61.90%	53.15%
Proficient GEE Math	25.69%	0.00%	67.40%	62.24%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	99.32%	99.2%	100.00%		99.7%	99.32%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	42.11%	53.50%	65.6%	51.16%	38.5%	47.37%	57.90%	67.6%	53.49%
4 th grade	41.1%	31.03%		70.9%	57.65%	35.7%	20.69%		74.4%	70.41%
5 th grade	40.4%	28.57%		67.0%	60.28%	33.0%	14.29%		68.2%	55.32%
6 th grade	30.5%	30.00%		64.3%	64.83%	26.7%	40.00%		66.0%	71.72%
7 th grade	25.8%	26.32%		58.6%	57.75%	25.5%	10.53%		64.8%	63.38%
8 th grade	24.3%	14.29%		60.4%	52.70%	20.3%	14.29%		61.2%	42.57%
10 th grade	25.4%	21.43%		66.7%	62.24%	20.1%	35.71%		61.3%	53.15%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	3.64%	8.97%	4.83%
Suspensions Out-of-School	13.84%	16.06%	10.26%	11.66%
Expulsions In-School	0.10%	0.30%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	80.17%	60.22%
Inside Regular Class 40-79% of day	20.63%	9.28%	
Inside Regular Class less than 40% of day	15.28%	10.13%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.42%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.42%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	56.52%
In the Regular Early Childhood Program 40-79% of time	4.23%	8.70%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	34.78%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	75.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	5.95%	
Students Ages 3-21 Received ESY Services	88.27%	75.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	50.00%	
Ages 6 to 21	73.09%	64.71%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Bossier Parish
Total Public Population: 19,560

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	11.19%		
Gifted/Talented Students ^a	3.40%	2.57%		
Regular Education Students ^a	84.03%	86.24%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	13.51%	19.00%	
GED/Skills Options	10.34%	16.22%		
Certificate of Achievement	6.92%	7.03%		
Dropped Out	29.88%	25.41%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.95%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	7.78%		
Participated in On-Level Assessment (grades 3-11)	78.66%	82.26%	99.82%	99.99%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	44.05%	76.16%	79.50%
Proficient LEAP 4 th grade Math	44.87%	45.83%	72.90%	77.46%
Proficient LEAP 8 th grade ELA	16.89%	17.71%	64.03%	69.35%
Proficient LEAP 8 th grade Math	26.73%	24.74%	63.72%	66.48%
Proficient GEE ELA	14.71%	19.44%	61.90%	61.53%
Proficient GEE Math	25.69%	30.56%	67.40%	71.18%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.92%	99.7%	100.00%	97.75%	99.9%	99.92%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	98.77%		99.9%	100.00%	99.6%	98.77%		99.9%	99.92%
6 th grade	99.2%	98.56%		99.8%	100.00%	99.3%	99.28%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	99.78%	99.5%	100.00%		99.7%	99.78%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	97.92%		99.1%	99.43%	98.1%	97.92%		99.1%	99.59%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	55.03%	53.50%	65.6%	73.56%	38.5%	44.38%	57.90%	67.6%	73.56%
4 th grade	41.1%	47.06%		70.9%	75.63%	35.7%	41.57%		74.4%	78.13%
5 th grade	40.4%	43.83%		67.0%	73.22%	33.0%	37.42%		68.2%	74.57%
6 th grade	30.5%	39.57%		64.3%	72.11%	26.7%	28.78%		66.0%	74.51%
7 th grade	25.8%	24.09%		58.6%	64.28%	25.5%	26.28%		64.8%	75.79%
8 th grade	24.3%	30.26%		60.4%	64.34%	20.3%	26.97%		61.2%	67.24%
10 th grade	25.4%	33.33%		66.7%	70.78%	20.1%	27.08%		61.3%	61.27%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	17.19%		8.97%	14.81%
Suspensions Out-of-School	13.84%	9.91%		10.26%	6.34%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	6	0.28%	No

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	62.99%	60.22%
Inside Regular Class 40-79% of day	20.63%	28.69%	
Inside Regular Class less than 40% of day	15.28%	7.79%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.32%	
Correctional Facilities	0.37%	0.21%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.32%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	60.37%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	23.70%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	15.19%
Service Provider Location	6.70%	0.74%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	28.03%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	97.37%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	83.33%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	3.12%	
Students Ages 3-21 Received ESYP Services	88.27%	89.86%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	73.91%	
Ages 6 to 21	73.09%	81.88%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Caddo Parish
Total Public Population: 42,790

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	11.31%		
Gifted/Talented Students ^a	3.40%	4.19%		
Regular Education Students ^a	84.03%	84.50%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	16.52%	19.00%	
GED/Skills Options	10.34%	16.74%		
Certificate of Achievement	6.92%	5.07%		
Dropped Out	29.88%	45.81%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	15.16%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	7.24%		
Participated in On-Level Assessment (grades 3-11)	78.66%	77.26%	99.82%	99.74%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	99.55%	99.87%	99.71%
Participated in On-Level Assessment – 8 th grade Math	99.67%	98.20%	99.87%	99.78%
Participated in On-Level Assessment – GEE ELA	98.77%	99.35%	99.41%	99.23%
Participated in On-Level Assessment – GEE Math	98.66%	98.70%	99.41%	99.30%
Proficient LEAP 4 th grade ELA	39.52%	28.87%	76.16%	74.19%
Proficient LEAP 4 th grade Math	44.87%	37.46%	72.90%	70.19%
Proficient LEAP 8 th grade ELA	16.89%	10.81%	64.03%	55.77%
Proficient LEAP 8 th grade Math	26.73%	14.22%	63.72%	52.77%
Proficient GEE ELA	14.71%	7.84%	61.90%	57.47%
Proficient GEE Math	25.69%	9.87%	67.40%	58.41%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math				ELA					
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.93%	99.7%	100.00%	97.75%	99.9%	99.87%
4 th grade	99.8%	99.56%		99.9%	99.87%	99.8%	99.56%		99.9%	99.87%
5 th grade	99.6%	99.59%		99.9%	99.92%	99.6%	99.59%		99.9%	99.96%
6 th grade	99.2%	97.69%		99.8%	99.68%	99.3%	98.35%		99.8%	99.72%
7 th grade	99.4%	99.68%		99.7%	99.42%	99.5%	99.35%		99.7%	99.59%
8 th grade	99.1%	97.57%		99.7%	99.51%	99.2%	98.65%		99.7%	99.51%
10 th grade	97.8%	97.79%		99.1%	99.00%	98.1%	98.34%		99.1%	98.96%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	32.40%	53.50%	65.6%	59.08%	38.5%	31.46%	57.90%	67.6%	61.02%
4 th grade	41.1%	37.20%		70.9%	68.53%	35.7%	30.20%		74.4%	72.90%
5 th grade	40.4%	36.93%		67.0%	62.03%	33.0%	33.61%		68.2%	67.22%
6 th grade	30.5%	28.38%		64.3%	56.46%	26.7%	27.39%		66.0%	59.51%
7 th grade	25.8%	19.74%		58.6%	48.47%	25.5%	22.26%		64.8%	58.45%
8 th grade	24.3%	18.65%		60.4%	48.12%	20.3%	18.38%		61.2%	52.41%
10 th grade	25.4%	16.57%		66.7%	57.74%	20.1%	16.57%		61.3%	56.78%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	9.25%	8.97%	13.36%
Suspensions Out-of-School	13.84%	18.22%	10.26%	14.96%
Expulsions In-School	0.10%	0.02%	0.11%	0.65%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	16	0.32%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	47.53%	60.22%
Inside Regular Class 40-79% of day	20.63%	21.55%	
Inside Regular Class less than 40% of day	15.28%	29.91%	14.53%
Separate School	0.42%	0.81%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.19%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	67.60%
In the Regular Early Childhood Program 40-79% of time	4.23%	1.99%
In the Regular Early Childhood Program less than 40% of time	8.72%	6.24%
Attending a Special Education Program – Separate Class	11.91%	20.19%
Attending a Special Education Program – Separate School	0.19%	0.13%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	2.26%
Service Provider Location	6.70%	1.59%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	94.52%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	55.83%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.70%	
Students Ages 3-21 Received ESY Services	88.27%	99.51%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	82.38%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Calcasieu Parish
Total Public Population: 32,592

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	15.02%		
Gifted/Talented Students ^a	3.40%	2.69%		
Regular Education Students ^a	84.03%	82.29%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	26.07%	19.00%	
GED/Skills Options	10.34%	11.66%		
Certificate of Achievement	6.92%	8.28%		
Dropped Out	29.88%	12.58%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	5.48%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	19.76%		
Participated in On-Level Assessment (grades 3-11)	78.66%	74.69%	99.82%	99.94%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.90%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.90%
Participated in On-Level Assessment – GEE ELA	98.77%	99.31%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	99.31%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	43.21%	76.16%	81.19%
Proficient LEAP 4 th grade Math	44.87%	49.07%	72.90%	77.18%
Proficient LEAP 8 th grade ELA	16.89%	22.83%	64.03%	69.46%
Proficient LEAP 8 th grade Math	26.73%	40.22%	63.72%	72.59%
Proficient GEE ELA	14.71%	17.48%	61.90%	71.22%
Proficient GEE Math	25.69%	32.87%	67.40%	74.19%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	99.43%		99.8%	99.89%	99.3%	99.72%		99.8%	99.84%
7 th grade	99.4%	100.00%		99.7%	99.85%	99.5%	100.00%		99.7%	99.95%
8 th grade	99.1%	100.00%		99.7%	99.91%	99.2%	100.00%		99.7%	99.91%
10 th grade	97.8%	98.97%		99.1%	100.00%	98.1%	98.97%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	42.37%	53.50%	65.6%	71.22%	38.5%	39.86%	57.90%	67.6%	75.07%
4 th grade	41.1%	42.25%		70.9%	76.14%	35.7%	39.73%		74.4%	80.49%
5 th grade	40.4%	48.98%		67.0%	72.47%	33.0%	40.14%		68.2%	76.83%
6 th grade	30.5%	29.18%		64.3%	72.50%	26.7%	24.65%		66.0%	72.10%
7 th grade	25.8%	26.61%		58.6%	64.03%	25.5%	29.97%		64.8%	70.36%
8 th grade	24.3%	29.62%		60.4%	70.51%	20.3%	21.99%		61.2%	68.00%
10 th grade	25.4%	31.79%		66.7%	74.15%	20.1%	22.56%		61.3%	71.18%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	15.26%		8.97%	12.55%
Suspensions Out-of-School	13.84%	16.76%		10.26%	12.66%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.02%		0.39%	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	52	1.07%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	56.99%	60.22%
Inside Regular Class 40-79% of day	20.63%	21.91%	
Inside Regular Class less than 40% of day	15.28%	20.57%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.53%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.53%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	49.34%
In the Regular Early Childhood Program 40-79% of time	4.23%	8.47%
In the Regular Early Childhood Program less than 40% of time	8.72%	27.68%
Attending a Special Education Program – Separate Class	11.91%	10.73%
Attending a Special Education Program – Separate School	0.19%	0.19%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	1.69%
Service Provider Location	6.70%	1.88%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	99.90%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	88.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	3.54%	
Students Ages 3-21 Received ESYP Services	88.27%	77.98%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	88.37%	
Ages 6 to 21	73.09%	78.05%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

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^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

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^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 school year.

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State Performance Plan Indicators

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 - 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in the 2008-09 Performance Profile.**
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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.

PERFORMANCE PROFILE

School System: Caldwell Parish
Total Public Population: 1,765

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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.

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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

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	State	Local		
Students with Disabilities ^a	12.57%	13.88%		
Gifted/Talented Students ^a	3.40%	1.76%		
Regular Education Students ^a	84.03%	84.36%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	22.73%	19.00%	
GED/Skills Options	10.34%	9.09%		
Certificate of Achievement	6.92%	22.73%		
Dropped Out	29.88%	9.09%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	8.89%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	14.07%		
Participated in On-Level Assessment (grades 3-11)	78.66%	77.04%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	41.67%	76.16%	82.56%
Proficient LEAP 4 th grade Math	44.87%	41.67%	72.90%	77.91%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	61.11%
Proficient LEAP 8 th grade Math	26.73%	7.14%	63.72%	50.00%
Proficient GEE ELA	14.71%	9.09%	61.90%	61.17%
Proficient GEE Math	25.69%	18.18%	67.40%	72.82%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	98.97%	99.5%	100.00%		99.7%	98.97%
8 th grade	99.1%	100.00%		99.7%	99.23%	99.2%	100.00%		99.7%	99.23%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	23.53%	53.50%	65.6%	55.67%	38.5%	23.53%	57.90%	67.6%	59.79%
4 th grade	41.1%	52.63%		70.9%	78.49%	35.7%	42.11%		74.4%	81.72%
5 th grade	40.4%	60.00%		67.0%	67.26%	33.0%	33.33%		68.2%	68.14%
6 th grade	30.5%	13.04%		64.3%	62.04%	26.7%	34.78%		66.0%	80.56%
7 th grade	25.8%	25.00%		58.6%	72.16%	25.5%	18.75%		64.8%	68.04%
8 th grade	24.3%	7.14%		60.4%	48.46%	20.3%	0.00%		61.2%	60.00%
10 th grade	25.4%	18.75%		66.7%	72.82%	20.1%	25.00%		61.3%	61.17%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	16.46%	8.97%	13.43%
Suspensions Out-of-School	13.84%	2.53%	10.26%	1.10%
Expulsions In-School	0.10%	0.95%	0.11%	0.40%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	0.39%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	84.91%	60.22%
Inside Regular Class 40-79% of day	20.63%	8.96%	
Inside Regular Class less than 40% of day	15.28%	5.19%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.94%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.94%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	74.42%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	23.26%
Attending a Special Education Program – Separate Class	11.91%	2.33%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	66.66%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	2.47%	
Students Ages 3-21 Received ESY Services	88.27%	83.33%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	87.50%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Cameron Parish
Total Public Population: 1,529

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	15.70%		
Gifted/Talented Students ^a	3.40%	7.19%		
Regular Education Students ^a	84.03%	77.11%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	26.67%	19.00%	
GED/Skills Options	10.34%	16.67%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	4.31%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	9.48%		
Participated in On-Level Assessment (grades 3-11)	78.66%	86.21%	99.82%	99.88%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	66.67%	76.16%	65.22%
Proficient LEAP 4 th grade Math	44.87%	46.67%	72.90%	68.48%
Proficient LEAP 8 th grade ELA	16.89%	12.50%	64.03%	67.47%
Proficient LEAP 8 th grade Math	26.73%	37.50%	63.72%	65.06%
Proficient GEE ELA	14.71%	0.00%	61.90%	55.96%
Proficient GEE Math	25.69%	18.18%	67.40%	64.22%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	98.92%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	42.86%	53.50%	65.6%	66.25%	38.5%	33.33%	57.90%	67.6%	80.00%
4 th grade	41.1%	39.13%		70.9%	68.27%	35.7%	65.22%		74.4%	64.42%
5 th grade	40.4%	44.44%		67.0%	82.28%	33.0%	44.44%		68.2%	82.28%
6 th grade	30.5%	18.75%		64.3%	68.82%	26.7%	12.50%		66.0%	74.19%
7 th grade	25.8%	13.33%		58.6%	70.64%	25.5%	20.00%		64.8%	70.64%
8 th grade	24.3%	35.71%		60.4%	63.95%	20.3%	14.29%		61.2%	67.44%
10 th grade	25.4%	16.67%		66.7%	64.22%	20.1%	0.00%		61.3%	55.96%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	3.11%		8.97%	2.90%
Suspensions Out-of-School	13.84%	7.45%		10.26%	6.69%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	0.83%

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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	69.51%	60.22%
Inside Regular Class 40-79% of day	20.63%	21.52%	
Inside Regular Class less than 40% of day	15.28%	8.07%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.90%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.90%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	74.07%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	3.70%
Attending a Special Education Program – Separate Class	11.91%	22.22%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	100.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	4.13%	
Students Ages 3-21 Received ESYP Services	88.27%	80.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	53.85%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Catahoula Parish
Total Public Population: 1,713

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	11.03%		
Gifted/Talented Students ^a	3.40%	1.87%		
Regular Education Students ^a	84.03%	87.10%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	13.33%	19.00%	
GED/Skills Options	10.34%	6.67%		
Certificate of Achievement	6.92%	6.67%		
Dropped Out	29.88%	6.67%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	8.89%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	0.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	91.11%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	38.46%	76.16%	93.16%
Proficient LEAP 4 th grade Math	44.87%	61.54%	72.90%	92.31%
Proficient LEAP 8 th grade ELA	16.89%	14.29%	64.03%	64.36%
Proficient LEAP 8 th grade Math	26.73%	28.57%	63.72%	65.69%
Proficient GEE ELA	14.71%	0.00%	61.90%	59.18%
Proficient GEE Math	25.69%	33.33%	67.40%	75.51%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	99.12%	99.6%	100.00%		99.9%	99.12%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	99.04%	99.2%	100.00%		99.7%	99.04%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	33.33%	53.50%	65.6%	66.92%	38.5%	40.00%	57.90%	67.6%	68.42%
4 th grade	41.1%	45.00%		70.9%	92.74%	35.7%	30.00%		74.4%	92.74%
5 th grade	40.4%	56.25%		67.0%	63.16%	33.0%	37.50%		68.2%	65.79%
6 th grade	30.5%	46.67%		64.3%	78.95%	26.7%	33.33%		66.0%	70.53%
7 th grade	25.8%	45.45%		58.6%	78.81%	25.5%	27.27%		64.8%	81.36%
8 th grade	24.3%	36.36%		60.4%	64.42%	20.3%	18.18%		61.2%	62.50%
10 th grade	25.4%	40.00%		66.7%	75.51%	20.1%	40.00%		61.3%	59.18%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	7.52%	8.97%	4.94%
Suspensions Out-of-School	13.84%	12.39%	10.26%	10.40%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	72.84%	60.22%
Inside Regular Class 40-79% of day	20.63%	16.05%	
Inside Regular Class less than 40% of day	15.28%	11.11%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	82.35%
In the Regular Early Childhood Program 40-79% of time	4.23%	2.94%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	14.71%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	66.66%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	1.52%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	0.00%	
Ages 6 to 21	73.09%	61.54%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Claiborne Parish
Total Public Population: 2,474

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	16.41%		
Gifted/Talented Students ^a	3.40%	4.41%		
Regular Education Students ^a	84.03%	79.18%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	40.00%	19.00%	
GED/Skills Options	10.34%	11.43%		
Certificate of Achievement	6.92%	5.71%		
Dropped Out	29.88%	14.29%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	13.79%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	6.40%		
Participated in On-Level Assessment (grades 3-11)	78.66%	79.80%	99.82%	99.84%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.33%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.33%
Proficient LEAP 4 th grade ELA	39.52%	60.00%	76.16%	81.82%
Proficient LEAP 4 th grade Math	44.87%	73.33%	72.90%	84.85%
Proficient LEAP 8 th grade ELA	16.89%	17.65%	64.03%	52.45%
Proficient LEAP 8 th grade Math	26.73%	29.41%	63.72%	60.84%
Proficient GEE ELA	14.71%	7.69%	61.90%	44.30%
Proficient GEE Math	25.69%	7.69%	67.40%	58.39%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	98.65%	99.5%	100.00%		99.7%	98.65%
8 th grade	99.1%	100.00%		99.7%	98.82%	99.2%	100.00%		99.7%	98.82%
10 th grade	97.8%	100.00%		99.1%	98.68%	98.1%	97.14%		99.1%	98.03%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	29.63%	53.50%	65.6%	62.73%	38.5%	22.22%	57.90%	67.6%	58.39%
4 th grade	41.1%	51.52%		70.9%	82.31%	35.7%	45.45%		74.4%	78.91%
5 th grade	40.4%	30.77%		67.0%	55.75%	33.0%	38.46%		68.2%	54.87%
6 th grade	30.5%	50.00%		64.3%	59.12%	26.7%	14.29%		66.0%	58.49%
7 th grade	25.8%	33.33%		58.6%	43.24%	25.5%	22.22%		64.8%	49.32%
8 th grade	24.3%	25.00%		60.4%	57.65%	20.3%	12.50%		61.2%	47.65%
10 th grade	25.4%	11.76%		66.7%	57.62%	20.1%	11.43%		61.3%	43.42%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	8.04%		8.97%	2.50%
Suspensions Out-of-School	13.84%	18.75%		10.26%	11.88%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	11	2.78%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	67.24%	60.22%
Inside Regular Class 40-79% of day	20.63%	25.29%	
Inside Regular Class less than 40% of day	15.28%	6.90%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.57%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.57%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	85.11%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	2.13%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	12.77%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	98.04%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	83.33%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	86.36%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.04%	
Students Ages 3-21 Received ESY Services	88.27%	92.31%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	50.00%	
Ages 6 to 21	73.09%	77.27%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Concordia Parish
Total Public Population: 4,063

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	10.63%		
Gifted/Talented Students ^a	3.40%	1.62%		
Regular Education Students ^a	84.03%	87.74%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	13.51%	19.00%	
GED/Skills Options	10.34%	10.81%		
Certificate of Achievement	6.92%	16.22%		
Dropped Out	29.88%	8.11%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	4.78%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	15.31%		
Participated in On-Level Assessment (grades 3-11)	78.66%	79.90%	99.82%	99.95%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.55%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.55%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	22.73%	76.16%	62.31%
Proficient LEAP 4 th grade Math	44.87%	34.78%	72.90%	63.98%
Proficient LEAP 8 th grade ELA	16.89%	6.67%	64.03%	62.10%
Proficient LEAP 8 th grade Math	26.73%	6.67%	63.72%	63.01%
Proficient GEE ELA	14.71%	40.00%	61.90%	60.19%
Proficient GEE Math	25.69%	54.55%	67.40%	64.93%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	97.14%		99.9%	100.00%	99.6%	97.14%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	99.61%	99.2%	100.00%		99.7%	99.61%
10 th grade	97.8%	100.00%		99.1%	99.53%	98.1%	100.00%		99.1%	99.53%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	36.59%	53.50%	65.6%	57.63%	38.5%	29.27%	57.90%	67.6%	68.54%
4 th grade	41.1%	39.47%		70.9%	61.66%	35.7%	31.58%		74.4%	60.38%
5 th grade	40.4%	28.57%		67.0%	59.46%	33.0%	17.14%		68.2%	60.23%
6 th grade	30.5%	18.75%		64.3%	58.58%	26.7%	9.38%		66.0%	61.19%
7 th grade	25.8%	25.93%		58.6%	58.22%	25.5%	18.52%		64.8%	70.55%
8 th grade	24.3%	3.85%		60.4%	56.37%	20.3%	3.85%		61.2%	57.14%
10 th grade	25.4%	37.50%		66.7%	64.62%	20.1%	26.67%		61.3%	59.91%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	2.90%		8.97%	2.34%
Suspensions Out-of-School	13.84%	20.11%		10.26%	13.50%
Expulsions In-School	0.10%	0.00%		0.11%	0.07%
Expulsions Out-of-School	0.04%	0.00%		0.39%	0.42%

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	0.90%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	58.10%	60.22%
Inside Regular Class 40-79% of day	20.63%	37.41%	
Inside Regular Class less than 40% of day	15.28%	4.24%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.25%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.25%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	60.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	15.56%
In the Regular Early Childhood Program less than 40% of time	8.72%	11.11%
Attending a Special Education Program – Separate Class	11.91%	2.22%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	11.11%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	32.76%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	92.30%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	6.59%	
Students Ages 3-21 Received ESY Services	88.27%	82.76%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	66.67%	
Ages 6 to 21	73.09%	71.43%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 school year.

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

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 - 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%.
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 - b. **Inside the regular class less than 40% of the day**
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Outcome data will be reported beginning with the 2009-10 Performance Profile.
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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.

PERFORMANCE PROFILE

School System: DeSoto Parish
Total Public Population: 4,862

School Year: 2007-2008

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<p><u>FAPE in the LRE</u></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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:
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Regular Education Students ^a	84.03%	85.36%		
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	Special Ed.		2007-08 State Target	
	State	Local		
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GED/Skills Options	10.34%	4.00%		
Certificate of Achievement	6.92%	12.00%		
Dropped Out	29.88%	46.00%	23.00%	
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	Special Ed.		Regular Ed.	
	State	Local	State	Local
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Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	26.23%		
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Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	30.77%	76.16%	59.09%
Proficient LEAP 4 th grade Math	44.87%	34.62%	72.90%	52.60%
Proficient LEAP 8 th grade ELA	16.89%	4.55%	64.03%	57.36%
Proficient LEAP 8 th grade Math	26.73%	18.18%	63.72%	54.29%
Proficient GEE ELA	14.71%	13.33%	61.90%	61.07%
Proficient GEE Math	25.69%	13.33%	67.40%	65.71%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	99.70%	99.6%	100.00%		99.9%	99.70%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	99.67%
7 th grade	99.4%	100.00%		99.7%	99.71%	99.5%	100.00%		99.7%	99.71%
8 th grade	99.1%	100.00%		99.7%	99.71%	99.2%	100.00%		99.7%	99.71%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	23.08%	53.50%	65.6%	51.74%	38.5%	30.77%	57.90%	67.6%	53.00%
4 th grade	41.1%	40.91%		70.9%	51.72%	35.7%	38.64%		74.4%	58.62%
5 th grade	40.4%	34.38%		67.0%	57.58%	33.0%	28.13%		68.2%	60.61%
6 th grade	30.5%	55.17%		64.3%	57.53%	26.7%	48.28%		66.0%	63.21%
7 th grade	25.8%	10.17%		58.6%	51.47%	25.5%	13.56%		64.8%	61.18%
8 th grade	24.3%	8.70%		60.4%	51.91%	20.3%	8.70%		61.2%	55.85%
10 th grade	25.4%	8.70%		66.7%	65.71%	20.1%	8.70%		61.3%	61.07%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	12.69%	8.97%	13.38%
Suspensions Out-of-School	13.84%	14.87%	10.26%	13.36%
Expulsions In-School	0.10%	0.00%	0.11%	0.02%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	0.16%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	74.19%	60.22%
Inside Regular Class 40-79% of day	20.63%	17.65%	
Inside Regular Class less than 40% of day	15.28%	5.88%	14.53%
Separate School	0.42%	0.95%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.33%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	2.28%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	83.52%
In the Regular Early Childhood Program 40-79% of time	4.23%	1.10%
In the Regular Early Childhood Program less than 40% of time	8.72%	5.49%
Attending a Special Education Program – Separate Class	11.91%	9.89%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	24.05%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	100.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	93.33%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	1.29%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	65.12%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: East Baton Rouge Parish
Total Public Population: 44,868

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	11.44%		
Gifted/Talented Students ^a	3.40%	2.71%		
Regular Education Students ^a	84.03%	85.85%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	7.53%	19.00%	
GED/Skills Options	10.34%	2.33%		
Certificate of Achievement	6.92%	7.71%		
Dropped Out	29.88%	60.22%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.94%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	20.49%		
Participated in On-Level Assessment (grades 3-11)	78.66%	72.15%	99.82%	99.69%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	99.93%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	99.93%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.96%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.93%
Participated in On-Level Assessment – GEE ELA	98.77%	98.88%	99.41%	99.12%
Participated in On-Level Assessment – GEE Math	98.66%	97.78%	99.41%	99.12%
Proficient LEAP 4 th grade ELA	39.52%	37.18%	76.16%	66.40%
Proficient LEAP 4 th grade Math	44.87%	32.80%	72.90%	58.45%
Proficient LEAP 8 th grade ELA	16.89%	17.65%	64.03%	54.84%
Proficient LEAP 8 th grade Math	26.73%	26.46%	63.72%	54.54%
Proficient GEE ELA	14.71%	17.05%	61.90%	60.03%
Proficient GEE Math	25.69%	20.45%	67.40%	59.82%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	99.32%	98.70%	99.9%	99.87%	99.7%	99.32%	97.75%	99.9%	99.87%
4 th grade	99.8%	99.84%		99.9%	99.85%	99.8%	99.84%		99.9%	99.85%
5 th grade	99.6%	99.47%		99.9%	99.88%	99.6%	99.74%		99.9%	99.88%
6 th grade	99.2%	97.55%		99.8%	99.22%	99.3%	98.22%		99.8%	99.29%
7 th grade	99.4%	98.30%		99.7%	99.12%	99.5%	99.03%		99.7%	99.19%
8 th grade	99.1%	99.76%		99.7%	99.77%	99.2%	99.76%		99.7%	99.80%
10 th grade	97.8%	94.90%		99.1%	98.29%	98.1%	96.13%		99.1%	98.38%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	26.47%	53.50%	65.6%	48.63%	38.5%	23.98%	57.90%	67.6%	49.25%
4 th grade	41.1%	26.95%		70.9%	54.78%	35.7%	28.25%		74.4%	64.31%
5 th grade	40.4%	28.31%		67.0%	53.59%	33.0%	23.81%		68.2%	57.38%
6 th grade	30.5%	19.82%		64.3%	48.60%	26.7%	15.81%		66.0%	49.68%
7 th grade	25.8%	24.57%		58.6%	51.09%	25.5%	22.87%		64.8%	52.25%
8 th grade	24.3%	21.46%		60.4%	51.06%	20.3%	24.29%		61.2%	51.66%
10 th grade	25.4%	17.20%		66.7%	58.80%	20.1%	18.71%		61.3%	59.08%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	0.01%
Suspensions Out-of-School	13.84%	0.16%	10.26%	0.58%
Expulsions In-School	0.10%	0.14%	0.11%	0.06%
Expulsions Out-of-School	0.04%	0.05%	0.39%	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	3	0.06%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	62.34%	60.22%
Inside Regular Class 40-79% of day	20.63%	11.99%	
Inside Regular Class less than 40% of day	15.28%	24.88%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.79%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.79%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	70.61%
In the Regular Early Childhood Program 40-79% of time	4.23%	2.54%
In the Regular Early Childhood Program less than 40% of time	8.72%	14.59%
Attending a Special Education Program – Separate Class	11.91%	5.29%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	3.38%
Service Provider Location	6.70%	3.59%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	76.19%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.80%	
Students Ages 3-21 Received ESY Services	88.27%	81.40%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	78.18%	
Ages 6 to 21	73.09%	42.53%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: East Carroll Parish
Total Public Population: 1,413

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	13.80%		
Gifted/Talented Students ^a	3.40%	0.07%		
Regular Education Students ^a	84.03%	86.13%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	17.39%	19.00%	
GED/Skills Options	10.34%	8.70%		
Certificate of Achievement	6.92%	17.39%		
Dropped Out	29.88%	21.74%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.18%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	8.16%		
Participated in On-Level Assessment (grades 3-11)	78.66%	82.65%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	88.89%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	40.00%	76.16%	81.05%
Proficient LEAP 4 th grade Math	44.87%	30.00%	72.90%	74.74%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	21.35%
Proficient LEAP 8 th grade Math	26.73%	22.22%	63.72%	44.32%
Proficient GEE ELA	14.71%	0.00%	61.90%	50.00%
Proficient GEE Math	25.69%	66.67%	67.40%	48.44%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	90.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	26.67%	53.50%	65.6%	47.06%	38.5%	26.67%	57.90%	67.6%	51.76%
4 th grade	41.1%	53.33%		70.9%	73.00%	35.7%	53.33%		74.4%	80.00%
5 th grade	40.4%	7.69%		67.0%	53.09%	33.0%	7.69%		68.2%	53.09%
6 th grade	30.5%	20.00%		64.3%	31.08%	26.7%	40.00%		66.0%	48.65%
7 th grade	25.8%	0.00%		58.6%	23.81%	25.5%	25.00%		64.8%	46.67%
8 th grade	24.3%	20.00%		60.4%	36.43%	20.3%	0.00%		61.2%	16.28%
10 th grade	25.4%	62.50%		66.7%	48.44%	20.1%	37.50%		61.3%	50.00%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	4.59%		8.97%	1.94%
Suspensions Out-of-School	13.84%	16.51%		10.26%	20.35%
Expulsions In-School	0.10%	0.00%		0.11%	0.35%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	2	1.05%	No

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	88.95%	60.22%
Inside Regular Class 40-79% of day	20.63%	10.47%	
Inside Regular Class less than 40% of day	15.28%	0.00%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.58%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.58%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	94.44%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	5.56%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	60.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.00%	
Students Ages 3-21 Received ESY Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	0.00%	
Ages 6 to 21	73.09%	54.55%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: East Feliciana Parish
Total Public Population: 2,290

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	14.98%		
Gifted/Talented Students ^a	3.40%	0.39%		
Regular Education Students ^a	84.03%	84.63%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	26.67%	19.00%	
GED/Skills Options	10.34%	16.67%		
Certificate of Achievement	6.92%	3.33%		
Dropped Out	29.88%	16.67%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	3.72%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	38.83%		
Participated in On-Level Assessment (grades 3-11)	78.66%	56.38%	99.82%	99.74%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.16%
Proficient LEAP 4 th grade ELA	39.52%	33.33%	76.16%	64.52%
Proficient LEAP 4 th grade Math	44.87%	20.00%	72.90%	67.74%
Proficient LEAP 8 th grade ELA	16.89%	35.29%	64.03%	52.34%
Proficient LEAP 8 th grade Math	26.73%	29.41%	63.72%	41.12%
Proficient GEE ELA	14.71%	0.00%	61.90%	52.94%
Proficient GEE Math	25.69%	0.00%	67.40%	44.92%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	96.67%		99.7%	100.00%	99.2%	96.67%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	98.32%	98.1%	100.00%		99.1%	99.16%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	26.32%	53.50%	65.6%	42.41%	38.5%	31.58%	57.90%	67.6%	48.73%
4 th grade	41.1%	20.00%		70.9%	65.14%	35.7%	22.86%		74.4%	64.00%
5 th grade	40.4%	20.83%		67.0%	67.67%	33.0%	8.33%		68.2%	62.41%
6 th grade	30.5%	37.04%		64.3%	53.57%	26.7%	40.74%		66.0%	47.14%
7 th grade	25.8%	30.77%		58.6%	25.41%	25.5%	30.77%		64.8%	49.18%
8 th grade	24.3%	26.67%		60.4%	37.70%	20.3%	26.67%		61.2%	48.36%
10 th grade	25.4%	11.11%		66.7%	44.54%	20.1%	11.11%		61.3%	52.10%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	4.68%	8.97%	4.46%
Suspensions Out-of-School	13.84%	12.32%	10.26%	10.83%
Expulsions In-School	0.10%	0.00%	0.11%	0.13%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	0.28%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	67.20%	60.22%
Inside Regular Class 40-79% of day	20.63%	18.65%	
Inside Regular Class less than 40% of day	15.28%	13.18%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.96%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.96%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	82.93%
In the Regular Early Childhood Program 40-79% of time	4.23%	2.44%
In the Regular Early Childhood Program less than 40% of time	8.72%	7.32%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	4.88%
Service Provider Location	6.70%	2.44%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	100.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	100.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.15%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	0.00%	
Ages 6 to 21	73.09%	66.67%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Evangeline Parish
Total Public Population: 6,058

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	15.27%		
Gifted/Talented Students ^a	3.40%	0.51%		
Regular Education Students ^a	84.03%	84.22%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	10.98%	19.00%	
GED/Skills Options	10.34%	9.76%		
Certificate of Achievement	6.92%	4.88%		
Dropped Out	29.88%	57.32%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	10.72%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	27.07%		
Participated in On-Level Assessment (grades 3-11)	78.66%	62.21%	99.82%	99.74%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.03%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.03%
Proficient LEAP 4 th grade ELA	39.52%	44.07%	76.16%	77.36%
Proficient LEAP 4 th grade Math	44.87%	49.15%	72.90%	76.08%
Proficient LEAP 8 th grade ELA	16.89%	57.14%	64.03%	70.53%
Proficient LEAP 8 th grade Math	26.73%	52.38%	63.72%	71.79%
Proficient GEE ELA	14.71%	26.92%	61.90%	57.00%
Proficient GEE Math	25.69%	34.62%	67.40%	66.78%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	99.76%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	99.71%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	99.44%	99.2%	100.00%		99.7%	99.44%
10 th grade	97.8%	100.00%		99.1%	99.03%	98.1%	100.00%		99.1%	99.03%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	41.33%	53.50%	65.6%	72.02%	38.5%	25.33%	57.90%	67.6%	70.56%
4 th grade	41.1%	45.63%		70.9%	75.86%	35.7%	41.75%		74.4%	77.59%
5 th grade	40.4%	33.75%		67.0%	64.01%	33.0%	22.50%		68.2%	65.94%
6 th grade	30.5%	38.20%		64.3%	65.34%	26.7%	28.09%		66.0%	64.34%
7 th grade	25.8%	29.03%		58.6%	66.48%	25.5%	30.65%		64.8%	65.33%
8 th grade	24.3%	28.99%		60.4%	66.38%	20.3%	28.99%		61.2%	66.95%
10 th grade	25.4%	27.27%		66.7%	66.13%	20.1%	30.36%		61.3%	56.45%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.91%	8.97%	0.14%
Suspensions Out-of-School	13.84%	24.05%	10.26%	15.36%
Expulsions In-School	0.10%	0.00%	0.11%	0.02%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	0.11%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	51.76%	60.22%
Inside Regular Class 40-79% of day	20.63%	21.48%	
Inside Regular Class less than 40% of day	15.28%	25.47%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.29%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.29%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	54.41%
In the Regular Early Childhood Program 40-79% of time	4.23%	8.82%
In the Regular Early Childhood Program less than 40% of time	8.72%	5.88%
Attending a Special Education Program – Separate Class	11.91%	1.47%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	16.18%
Service Provider Location	6.70%	13.24%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	24.84%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	86.53%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	2.82%	
Students Ages 3-21 Received ESY Services	88.27%	81.48%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	60.00%	
Ages 6 to 21	73.09%	71.64%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Franklin Parish
Total Public Population: 3,391

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	11.12%		
Gifted/Talented Students ^a	3.40%	0.94%		
Regular Education Students ^a	84.03%	87.94%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	16.00%	19.00%	
GED/Skills Options	10.34%	4.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	36.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.04%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	14.89%		
Participated in On-Level Assessment (grades 3-11)	78.66%	76.06%	99.82%	99.94%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.42%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.42%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	98.78%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.39%
Proficient LEAP 4 th grade ELA	39.52%	18.18%	76.16%	58.97%
Proficient LEAP 4 th grade Math	44.87%	34.78%	72.90%	62.98%
Proficient LEAP 8 th grade ELA	16.89%	6.25%	64.03%	53.22%
Proficient LEAP 8 th grade Math	26.73%	6.25%	63.72%	50.88%
Proficient GEE ELA	14.71%	0.00%	61.90%	48.15%
Proficient GEE Math	25.69%	0.00%	67.40%	46.63%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	97.30%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	99.07%	99.5%	100.00%		99.7%	99.53%
8 th grade	99.1%	100.00%		99.7%	99.46%	99.2%	100.00%		99.7%	99.46%
10 th grade	97.8%	100.00%		99.1%	99.39%	98.1%	100.00%		99.1%	98.78%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	26.67%	53.50%	65.6%	48.31%	38.5%	23.33%	57.90%	67.6%	61.86%
4 th grade	41.1%	29.79%		70.9%	61.34%	35.7%	27.66%		74.4%	57.99%
5 th grade	40.4%	21.62%		67.0%	58.97%	33.0%	18.92%		68.2%	58.97%
6 th grade	30.5%	20.00%		64.3%	44.88%	26.7%	20.00%		66.0%	44.49%
7 th grade	25.8%	12.00%		58.6%	46.98%	25.5%	19.23%		64.8%	59.07%
8 th grade	24.3%	5.26%		60.4%	48.65%	20.3%	5.26%		61.2%	50.81%
10 th grade	25.4%	40.00%		66.7%	46.34%	20.1%	40.00%		61.3%	47.56%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	9.39%	8.97%	12.01%
Suspensions Out-of-School	13.84%	27.07%	10.26%	18.74%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	0	0.00%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	73.29%	60.22%
Inside Regular Class 40-79% of day	20.63%	13.98%	
Inside Regular Class less than 40% of day	15.28%	11.80%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.93%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.93%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	79.55%
In the Regular Early Childhood Program 40-79% of time	4.23%	4.55%
In the Regular Early Childhood Program less than 40% of time	8.72%	2.27%
Attending a Special Education Program – Separate Class	11.91%	11.36%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	2.27%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	85.71%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	2.55%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	66.67%	
Ages 6 to 21	73.09%	42.11%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Grant Parish
Total Public Population: 3,460

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	15.46%		
Gifted/Talented Students ^a	3.40%	0.92%		
Regular Education Students ^a	84.03%	83.61%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	17.65%	19.00%	
GED/Skills Options	10.34%	11.76%		
Certificate of Achievement	6.92%	1.96%		
Dropped Out	29.88%	17.65%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	4.89%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	7.49%		
Participated in On-Level Assessment (grades 3-11)	78.66%	87.62%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	41.30%	76.16%	76.62%
Proficient LEAP 4 th grade Math	44.87%	47.83%	72.90%	77.11%
Proficient LEAP 8 th grade ELA	16.89%	3.03%	64.03%	62.75%
Proficient LEAP 8 th grade Math	26.73%	9.09%	63.72%	68.63%
Proficient GEE ELA	14.71%	11.11%	61.90%	60.10%
Proficient GEE Math	25.69%	50.00%	67.40%	68.18%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	45.83%	53.50%	65.6%	68.35%	38.5%	43.75%	57.90%	67.6%	70.89%
4 th grade	41.1%	43.64%		70.9%	75.45%	35.7%	38.18%		74.4%	73.18%
5 th grade	40.4%	34.29%		67.0%	71.69%	33.0%	40.00%		68.2%	72.15%
6 th grade	30.5%	40.00%		64.3%	67.51%	26.7%	32.50%		66.0%	70.04%
7 th grade	25.8%	23.26%		58.6%	67.47%	25.5%	13.95%		64.8%	67.07%
8 th grade	24.3%	10.00%		60.4%	68.72%	20.3%	10.00%		61.2%	61.61%
10 th grade	25.4%	52.63%		66.7%	68.18%	20.1%	15.79%		61.3%	60.10%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	6.13%		8.97%	4.23%
Suspensions Out-of-School	13.84%	11.03%		10.26%	6.41%
Expulsions In-School	0.10%	0.00%		0.11%	0.03%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	4	0.77%	No

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	82.80%	60.22%
Inside Regular Class 40-79% of day	20.63%	15.27%	
Inside Regular Class less than 40% of day	15.28%	1.08%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.86%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.86%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	87.04%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	5.56%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	5.56%
Service Provider Location	6.70%	1.85%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	99.06%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	95.23%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	1.16%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	66.67%	
Ages 6 to 21	73.09%	68.97%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

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^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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**
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 - 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in the 2008-09 Performance Profile.**
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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.

PERFORMANCE PROFILE

School System: Iberia Parish
Total Public Population: 13,908

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	13.34%		
Gifted/Talented Students ^a	3.40%	2.34%		
Regular Education Students ^a	84.03%	84.32%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	13.68%	19.00%	
GED/Skills Options	10.34%	15.79%		
Certificate of Achievement	6.92%	5.26%		
Dropped Out	29.88%	35.26%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.96%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	14.84%		
Participated in On-Level Assessment (grades 3-11)	78.66%	77.99%	99.82%	99.96%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.86%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.71%
Proficient LEAP 4 th grade ELA	39.52%	44.53%	76.16%	74.59%
Proficient LEAP 4 th grade Math	44.87%	51.56%	72.90%	74.01%
Proficient LEAP 8 th grade ELA	16.89%	20.00%	64.03%	67.70%
Proficient LEAP 8 th grade Math	26.73%	34.55%	63.72%	69.80%
Proficient GEE ELA	14.71%	7.41%	61.90%	65.17%
Proficient GEE Math	25.69%	21.43%	67.40%	77.79%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.89%	99.7%	100.00%	97.75%	99.9%	99.89%
4 th grade	99.8%	99.47%		99.9%	99.89%	99.8%	99.47%		99.9%	99.89%
5 th grade	99.6%	99.22%		99.9%	99.88%	99.6%	99.22%		99.9%	99.88%
6 th grade	99.2%	98.17%		99.8%	100.00%	99.3%	98.17%		99.8%	99.78%
7 th grade	99.4%	100.00%		99.7%	99.80%	99.5%	100.00%		99.7%	99.80%
8 th grade	99.1%	99.01%		99.7%	100.00%	99.2%	99.01%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	99.71%	98.1%	100.00%		99.1%	99.86%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	40.69%	53.50%	65.6%	67.87%	38.5%	33.79%	57.90%	67.6%	65.75%
4 th grade	41.1%	50.27%		70.9%	72.43%	35.7%	41.71%		74.4%	72.75%
5 th grade	40.4%	49.22%		67.0%	68.14%	33.0%	32.03%		68.2%	65.11%
6 th grade	30.5%	40.24%		64.3%	73.36%	26.7%	27.44%		66.0%	67.98%
7 th grade	25.8%	29.21%		58.6%	58.68%	25.5%	24.29%		64.8%	53.59%
8 th grade	24.3%	23.76%		60.4%	67.95%	20.3%	20.79%		61.2%	65.69%
10 th grade	25.4%	30.56%		66.7%	77.57%	20.1%	20.00%		61.3%	65.07%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	5.22%	8.97%	4.06%
Suspensions Out-of-School	13.84%	10.36%	10.26%	6.84%
Expulsions In-School	0.10%	0.04%	0.11%	0.09%
Expulsions Out-of-School	0.04%	0.04%	0.39%	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	14	0.74%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	66.84%	60.22%
Inside Regular Class 40-79% of day	20.63%	20.41%	
Inside Regular Class less than 40% of day	15.28%	11.39%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.36%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.36%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	82.84%
In the Regular Early Childhood Program 40-79% of time	4.23%	1.47%
In the Regular Early Childhood Program less than 40% of time	8.72%	3.92%
Attending a Special Education Program – Separate Class	11.91%	3.92%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	2.94%
Service Provider Location	6.70%	4.90%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	77.10%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.14%	
Students Ages 3-21 Received ESY Services	88.27%	86.36%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	89.19%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Iberville Parish
Total Public Population: 4,188

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	12.80%		
Gifted/Talented Students ^a	3.40%	2.10%		
Regular Education Students ^a	84.03%	85.10%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	16.67%	19.00%	
GED/Skills Options	10.34%	9.26%		
Certificate of Achievement	6.92%	5.56%		
Dropped Out	29.88%	38.89%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	8.67%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	12.69%		
Participated in On-Level Assessment (grades 3-11)	78.66%	78.64%	99.82%	99.77%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.56%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.56%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	32.43%	76.16%	76.81%
Proficient LEAP 4 th grade Math	44.87%	42.11%	72.90%	69.45%
Proficient LEAP 8 th grade ELA	16.89%	4.17%	64.03%	59.38%
Proficient LEAP 8 th grade Math	26.73%	16.67%	63.72%	55.11%
Proficient GEE ELA	14.71%	0.00%	61.90%	61.11%
Proficient GEE Math	25.69%	26.67%	67.40%	54.04%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	99.58%	99.6%	100.00%		99.9%	99.58%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	99.68%	99.5%	100.00%		99.7%	99.68%
8 th grade	99.1%	100.00%		99.7%	99.60%	99.2%	100.00%		99.7%	99.19%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	25.00%	53.50%	65.6%	57.48%	38.5%	50.00%	57.90%	67.6%	65.99%
4 th grade	41.1%	39.13%		70.9%	70.67%	35.7%	32.61%		74.4%	77.00%
5 th grade	40.4%	25.93%		67.0%	46.64%	33.0%	14.81%		68.2%	50.42%
6 th grade	30.5%	18.60%		64.3%	49.20%	26.7%	18.60%		66.0%	53.20%
7 th grade	25.8%	7.02%		58.6%	33.44%	25.5%	17.54%		64.8%	44.16%
8 th grade	24.3%	17.07%		60.4%	50.81%	20.3%	14.63%		61.2%	57.26%
10 th grade	25.4%	23.81%		66.7%	54.04%	20.1%	4.76%		61.3%	61.11%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	8.54%		8.97%	10.98%
Suspensions Out-of-School	13.84%	21.04%		10.26%	15.07%
Expulsions In-School	0.10%	0.00%		0.11%	0.14%
Expulsions Out-of-School	0.04%	0.00%		0.39%	0.57%

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	25	4.72%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	60.20%	60.22%
Inside Regular Class 40-79% of day	20.63%	24.29%	
Inside Regular Class less than 40% of day	15.28%	13.47%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	2.04%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	2.04%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	100.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	85.71%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	6.49%	
Students Ages 3-21 Received ESY Services	88.27%	86.11%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	75.00%	
Ages 6 to 21	73.09%	88.24%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Jackson Parish
Total Public Population: 2,247

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	10.41%		
Gifted/Talented Students ^a	3.40%	1.96%		
Regular Education Students ^a	84.03%	87.63%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	13.64%	19.00%	
GED/Skills Options	10.34%	9.09%		
Certificate of Achievement	6.92%	9.09%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	2.33%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	8.53%		
Participated in On-Level Assessment (grades 3-11)	78.66%	89.15%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	26.32%	76.16%	78.29%
Proficient LEAP 4 th grade Math	44.87%	31.58%	72.90%	76.47%
Proficient LEAP 8 th grade ELA	16.89%	7.69%	64.03%	70.97%
Proficient LEAP 8 th grade Math	26.73%	7.69%	63.72%	64.52%
Proficient GEE ELA	14.71%	0.00%	61.90%	60.00%
Proficient GEE Math	25.69%	28.57%	67.40%	65.38%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA					
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%	
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%	
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%	
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%	
7 th grade	99.4%	100.00%		99.7%	99.30%	99.5%	100.00%		99.7%	99.30%	
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%	
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%	
Proficiency rate (all assessment types)											
3 rd grade	41.3%	47.06%	53.50%	65.6%	68.79%	38.5%	35.29%	57.90%	67.6%	65.61%	
4 th grade	41.1%	24.00%		70.9%	76.54%	35.7%	24.00%		74.4%	77.78%	
5 th grade	40.4%	41.67%		67.0%	53.95%	33.0%	25.00%		68.2%	60.53%	
6 th grade	30.5%	22.22%		64.3%	56.05%	26.7%	22.22%		66.0%	68.99%	
7 th grade	25.8%	18.75%		58.6%	57.34%	25.5%	25.00%		64.8%	70.63%	
8 th grade	24.3%	14.29%		60.4%	58.27%	20.3%	14.29%		61.2%	66.91%	
10 th grade	25.4%	33.33%		66.7%	65.38%	20.1%	11.11%		61.3%	60.00%	

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	16.72%	8.97%	11.73%
Suspensions Out-of-School	13.84%	17.06%	10.26%	9.62%
Expulsions In-School	0.10%	0.00%	0.11%	0.09%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	0.41%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	88.52%	60.22%
Inside Regular Class 40-79% of day	20.63%	6.22%	
Inside Regular Class less than 40% of day	15.28%	5.26%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	94.29%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	5.71%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	85.71%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	1.70%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	50.00%	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Jefferson Parish
Total Public Population: 43,705

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	11.59%		
Gifted/Talented Students ^a	3.40%	5.75%		
Regular Education Students ^a	84.03%	82.66%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	11.57%	19.00%	
GED/Skills Options	10.34%	2.31%		
Certificate of Achievement	6.92%	8.80%		
Dropped Out	29.88%	18.06%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	10.36%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	15.63%		
Participated in On-Level Assessment (grades 3-11)	78.66%	73.98%	99.82%	99.83%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.96%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.96%
Participated in On-Level Assessment – GEE ELA	98.77%	98.82%	99.41%	98.99%
Participated in On-Level Assessment – GEE Math	98.66%	99.40%	99.41%	99.12%
Proficient LEAP 4 th grade ELA	39.52%	35.28%	76.16%	71.60%
Proficient LEAP 4 th grade Math	44.87%	38.19%	72.90%	66.97%
Proficient LEAP 8 th grade ELA	16.89%	11.98%	64.03%	59.17%
Proficient LEAP 8 th grade Math	26.73%	18.13%	63.72%	56.96%
Proficient GEE ELA	14.71%	9.58%	61.90%	53.70%
Proficient GEE Math	25.69%	20.96%	67.40%	56.55%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.97%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	99.92%	99.6%	100.00%		99.9%	99.92%
6 th grade	99.2%	99.58%		99.8%	99.83%	99.3%	99.58%		99.8%	99.87%
7 th grade	99.4%	99.44%		99.7%	99.53%	99.5%	99.16%		99.7%	99.53%
8 th grade	99.1%	98.29%		99.7%	99.69%	99.2%	98.29%		99.7%	99.79%
10 th grade	97.8%	99.16%		99.1%	98.70%	98.1%	98.74%		99.1%	98.61%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	37.81%	53.50%	65.6%	60.15%	38.5%	36.45%	57.90%	67.6%	59.81%
4 th grade	41.1%	36.61%		70.9%	64.88%	35.7%	32.14%		74.4%	70.02%
5 th grade	40.4%	34.66%		67.0%	56.92%	33.0%	29.86%		68.2%	62.71%
6 th grade	30.5%	23.74%		64.3%	54.81%	26.7%	20.17%		66.0%	53.10%
7 th grade	25.8%	21.63%		58.6%	51.60%	25.5%	21.01%		64.8%	54.85%
8 th grade	24.3%	17.91%		60.4%	53.09%	20.3%	17.48%		61.2%	56.13%
10 th grade	25.4%	20.25%		66.7%	55.57%	20.1%	15.48%		61.3%	52.73%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	16.00%	8.97%	14.40%
Suspensions Out-of-School	13.84%	19.58%	10.26%	13.68%
Expulsions In-School	0.10%	0.03%	0.11%	0.03%
Expulsions Out-of-School	0.04%	0.05%	0.39%	1.37%

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	44	0.87%	Yes

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	50.77%	60.22%
Inside Regular Class 40-79% of day	20.63%	20.77%	
Inside Regular Class less than 40% of day	15.28%	28.11%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.35%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.35%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	70.83%
In the Regular Early Childhood Program 40-79% of time	4.23%	4.79%
In the Regular Early Childhood Program less than 40% of time	8.72%	10.21%
Attending a Special Education Program – Separate Class	11.91%	10.83%
Attending a Special Education Program – Separate School	0.19%	1.04%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.63%
Service Provider Location	6.70%	1.67%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	99.57%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	81.67%	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	66.29%	100.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	76.59%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	2.33%	
Students Ages 3-21 Received ESYP Services	88.27%	85.85%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	78.95%	
Ages 6 to 21	73.09%	62.24%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Jefferson Davis Parish
Total Public Population: 5,838

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	15.02%		
Gifted/Talented Students ^a	3.40%	2.12%		
Regular Education Students ^a	84.03%	82.85%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	7.04%	19.00%	
GED/Skills Options	10.34%	35.21%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	2.82%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	5.58%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	27.69%		
Participated in On-Level Assessment (grades 3-11)	78.66%	66.73%	99.82%	99.97%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	44.26%	76.16%	91.24%
Proficient LEAP 4 th grade Math	44.87%	45.90%	72.90%	83.90%
Proficient LEAP 8 th grade ELA	16.89%	19.23%	64.03%	79.23%
Proficient LEAP 8 th grade Math	26.73%	26.92%	63.72%	74.18%
Proficient GEE ELA	14.71%	18.18%	61.90%	69.60%
Proficient GEE Math	25.69%	45.45%	67.40%	75.73%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	99.72%	99.5%	100.00%		99.7%	99.72%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	99.73%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	51.90%	53.50%	65.6%	83.87%	38.5%	51.90%	57.90%	67.6%	84.75%
4 th grade	41.1%	44.33%		70.9%	83.51%	35.7%	42.27%		74.4%	90.96%
5 th grade	40.4%	45.68%		67.0%	76.67%	33.0%	35.80%		68.2%	77.41%
6 th grade	30.5%	25.00%		64.3%	77.11%	26.7%	34.09%		66.0%	85.56%
7 th grade	25.8%	34.85%		58.6%	67.78%	25.5%	43.94%		64.8%	83.33%
8 th grade	24.3%	31.43%		60.4%	73.12%	20.3%	20.00%		61.2%	78.61%
10 th grade	25.4%	45.45%		66.7%	75.73%	20.1%	18.18%		61.3%	69.41%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	4.90%	8.97%	3.22%
Suspensions Out-of-School	13.84%	12.75%	10.26%	7.98%
Expulsions In-School	0.10%	1.11%	0.11%	0.47%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	1	0.11%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	58.63%	60.22%
Inside Regular Class 40-79% of day	20.63%	34.38%	
Inside Regular Class less than 40% of day	15.28%	6.25%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.75%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.75%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	71.72%
In the Regular Early Childhood Program 40-79% of time	4.23%	9.09%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	9.09%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	10.10%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	37.80%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	0.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	83.33%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	3.87%	
Students Ages 3-21 Received ESYP Services	88.27%	91.67%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Lafayette Parish
Total Public Population: 29,728

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	10.72%		
Gifted/Talented Students ^a	3.40%	4.22%		
Regular Education Students ^a	84.03%	85.06%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	15.11%	19.00%	
GED/Skills Options	10.34%	0.72%		
Certificate of Achievement	6.92%	12.95%		
Dropped Out	29.88%	29.86%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.57%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	8.45%		
Participated in On-Level Assessment (grades 3-11)	78.66%	81.74%	99.82%	99.86%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.85%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.85%
Participated in On-Level Assessment – GEE ELA	98.77%	98.15%	99.41%	99.72%
Participated in On-Level Assessment – GEE Math	98.66%	96.30%	99.41%	99.67%
Proficient LEAP 4 th grade ELA	39.52%	42.13%	76.16%	75.90%
Proficient LEAP 4 th grade Math	44.87%	47.66%	72.90%	76.81%
Proficient LEAP 8 th grade ELA	16.89%	11.89%	64.03%	65.91%
Proficient LEAP 8 th grade Math	26.73%	27.08%	63.72%	72.50%
Proficient GEE ELA	14.71%	20.75%	61.90%	65.20%
Proficient GEE Math	25.69%	30.77%	67.40%	74.09%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	99.25%	98.70%	99.9%	99.95%	99.7%	99.25%	97.75%	99.9%	99.95%
4 th grade	99.8%	99.71%		99.9%	100.00%	99.8%	99.71%		99.9%	100.00%
5 th grade	99.6%	99.01%		99.9%	99.94%	99.6%	99.01%		99.9%	99.94%
6 th grade	99.2%	99.60%		99.8%	99.71%	99.3%	100.00%		99.8%	99.71%
7 th grade	99.4%	99.47%		99.7%	99.42%	99.5%	99.47%		99.7%	99.42%
8 th grade	99.1%	98.83%		99.7%	99.62%	99.2%	98.83%		99.7%	99.62%
10 th grade	97.8%	97.25%		99.1%	99.39%	98.1%	98.17%		99.1%	99.50%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	37.45%	53.50%	65.6%	71.15%	38.5%	33.33%	57.90%	67.6%	67.36%
4 th grade	41.1%	43.35%		70.9%	75.38%	35.7%	35.55%		74.4%	74.24%
5 th grade	40.4%	36.14%		67.0%	76.53%	33.0%	27.23%		68.2%	70.25%
6 th grade	30.5%	30.24%		64.3%	70.41%	26.7%	23.39%		66.0%	66.11%
7 th grade	25.8%	32.62%		58.6%	73.10%	25.5%	27.27%		64.8%	71.50%
8 th grade	24.3%	22.96%		60.4%	68.63%	20.3%	15.18%		61.2%	62.60%
10 th grade	25.4%	27.52%		66.7%	73.52%	20.1%	27.52%		61.3%	64.76%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	15.70%	8.97%	16.30%
Suspensions Out-of-School	13.84%	18.85%	10.26%	16.33%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.03%	0.39%	1.09%

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	0.28%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	49.31%	60.22%
Inside Regular Class 40-79% of day	20.63%	27.69%	
Inside Regular Class less than 40% of day	15.28%	21.48%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.52%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.52%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	59.65%
In the Regular Early Childhood Program 40-79% of time	4.23%	3.51%
In the Regular Early Childhood Program less than 40% of time	8.72%	15.50%
Attending a Special Education Program – Separate Class	11.91%	9.06%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.58%
Service Provider Location	6.70%	11.70%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	90.91%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	89.71%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	2.82%	
Students Ages 3-21 Received ESYP Services	88.27%	76.84%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	89.76%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Lafourche Parish
Total Public Population: 14,667

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	11.25%		
Gifted/Talented Students ^a	3.40%	1.32%		
Regular Education Students ^a	84.03%	87.43%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	7.14%	19.00%	
GED/Skills Options	10.34%	20.78%		
Certificate of Achievement	6.92%	9.09%		
Dropped Out	29.88%	36.36%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	12.17%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	2.28%		
Participated in On-Level Assessment (grades 3-11)	78.66%	85.30%	99.82%	99.85%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.89%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.89%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.79%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.90%
Proficient LEAP 4 th grade ELA	39.52%	36.63%	76.16%	76.19%
Proficient LEAP 4 th grade Math	44.87%	35.64%	72.90%	70.78%
Proficient LEAP 8 th grade ELA	16.89%	17.33%	64.03%	63.31%
Proficient LEAP 8 th grade Math	26.73%	20.00%	63.72%	64.99%
Proficient GEE ELA	14.71%	6.25%	61.90%	56.83%
Proficient GEE Math	25.69%	22.92%	67.40%	70.40%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	98.44%	98.70%	99.9%	99.89%	99.7%	98.44%	97.75%	99.9%	99.78%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	99.88%	99.6%	100.00%		99.9%	99.88%
6 th grade	99.2%	100.00%		99.8%	99.90%	99.3%	100.00%		99.8%	99.90%
7 th grade	99.4%	100.00%		99.7%	99.89%	99.5%	100.00%		99.7%	99.89%
8 th grade	99.1%	99.13%		99.7%	99.90%	99.2%	99.13%		99.7%	99.90%
10 th grade	97.8%	100.00%		99.1%	99.69%	98.1%	100.00%		99.1%	99.69%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	36.72%	53.50%	65.6%	60.52%	38.5%	36.72%	57.90%	67.6%	64.67%
4 th grade	41.1%	35.85%		70.9%	69.62%	35.7%	33.33%		74.4%	75.32%
5 th grade	40.4%	50.00%		67.0%	69.02%	33.0%	40.54%		68.2%	67.26%
6 th grade	30.5%	26.92%		64.3%	62.28%	26.7%	16.15%		66.0%	58.42%
7 th grade	25.8%	23.36%		58.6%	59.59%	25.5%	23.36%		64.8%	60.15%
8 th grade	24.3%	21.74%		60.4%	62.76%	20.3%	25.22%		61.2%	60.91%
10 th grade	25.4%	30.51%		66.7%	70.18%	20.1%	20.34%		61.3%	56.66%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	22.84%	8.97%	17.20%
Suspensions Out-of-School	13.84%	13.50%	10.26%	8.61%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	0.43%

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	0.12%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	70.75%	60.22%
Inside Regular Class 40-79% of day	20.63%	23.79%	
Inside Regular Class less than 40% of day	15.28%	5.06%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.41%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.41%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	71.10%
In the Regular Early Childhood Program 40-79% of time	4.23%	4.18%
In the Regular Early Childhood Program less than 40% of time	8.72%	1.90%
Attending a Special Education Program – Separate Class	11.91%	5.70%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	1.52%
Service Provider Location	6.70%	15.59%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	33.10%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	71.11%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	5.75%	
Students Ages 3-21 Received ESY Services	88.27%	77.36%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	95.00%	
Ages 6 to 21	73.09%	46.94%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: LaSalle Parish
Total Public Population: 2,632

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	9.46%		
Gifted/Talented Students ^a	3.40%	1.18%		
Regular Education Students ^a	84.03%	89.36%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	14.29%	19.00%	
GED/Skills Options	10.34%	19.05%		
Certificate of Achievement	6.92%	4.76%		
Dropped Out	29.88%	4.76%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	7.30%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	13.14%		
Participated in On-Level Assessment (grades 3-11)	78.66%	79.56%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	40.00%	76.16%	84.00%
Proficient LEAP 4 th grade Math	44.87%	66.67%	72.90%	88.00%
Proficient LEAP 8 th grade ELA	16.89%	13.33%	64.03%	66.00%
Proficient LEAP 8 th grade Math	26.73%	26.67%	63.72%	77.33%
Proficient GEE ELA	14.71%	11.11%	61.90%	63.87%
Proficient GEE Math	25.69%	22.22%	67.40%	69.68%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	98.73%	98.1%	100.00%		99.1%	98.73%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	41.67%	53.50%	65.6%	79.73%	38.5%	41.67%	57.90%	67.6%	84.35%
4 th grade	41.1%	58.33%		70.9%	87.10%	35.7%	33.33%		74.4%	83.41%
5 th grade	40.4%	33.33%		67.0%	71.84%	33.0%	33.33%		68.2%	72.41%
6 th grade	30.5%	30.00%		64.3%	76.69%	26.7%	15.00%		66.0%	76.69%
7 th grade	25.8%	50.00%		58.6%	55.41%	25.5%	50.00%		64.8%	74.15%
8 th grade	24.3%	27.27%		60.4%	74.84%	20.3%	13.64%		61.2%	66.67%
10 th grade	25.4%	27.27%		66.7%	68.79%	20.1%	18.18%		61.3%	63.06%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	5.30%		8.97%	5.60%
Suspensions Out-of-School	13.84%	1.32%		10.26%	0.45%
Expulsions In-School	0.10%	0.33%		0.11%	0.19%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	92.38%	60.22%
Inside Regular Class 40-79% of day	20.63%	3.14%	
Inside Regular Class less than 40% of day	15.28%	4.48%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	90.91%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	3.03%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	3.03%
Service Provider Location	6.70%	3.03%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	15.79%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	55.55%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.41%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	86.21%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Lincoln Parish
Total Public Population: 6,537

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	12.28%		
Gifted/Talented Students ^a	3.40%	3.30%		
Regular Education Students ^a	84.03%	84.41%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	27.40%	19.00%	
GED/Skills Options	10.34%	8.22%		
Certificate of Achievement	6.92%	9.59%		
Dropped Out	29.88%	20.55%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.16%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	7.82%		
Participated in On-Level Assessment (grades 3-11)	78.66%	85.55%	99.82%	99.75%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.18%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.18%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	28.57%	76.16%	76.42%
Proficient LEAP 4 th grade Math	44.87%	42.86%	72.90%	74.03%
Proficient LEAP 8 th grade ELA	16.89%	17.95%	64.03%	67.67%
Proficient LEAP 8 th grade Math	26.73%	28.21%	63.72%	66.58%
Proficient GEE ELA	14.71%	4.00%	61.90%	70.43%
Proficient GEE Math	25.69%	24.00%	67.40%	76.52%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	97.73%		99.9%	99.43%	99.6%	97.73%		99.9%	99.43%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	98.46%		99.7%	99.50%	99.5%	98.46%		99.7%	99.50%
8 th grade	99.1%	98.51%		99.7%	98.50%	99.2%	98.51%		99.7%	98.75%
10 th grade	97.8%	96.88%		99.1%	99.70%	98.1%	100.00%		99.1%	99.70%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	46.55%	53.50%	65.6%	67.03%	38.5%	50.00%	57.90%	67.6%	76.65%
4 th grade	41.1%	45.21%		70.9%	72.46%	35.7%	23.29%		74.4%	74.87%
5 th grade	40.4%	34.09%		67.0%	60.17%	33.0%	27.27%		68.2%	68.19%
6 th grade	30.5%	25.76%		64.3%	60.48%	26.7%	25.76%		66.0%	65.30%
7 th grade	25.8%	20.00%		58.6%	57.29%	25.5%	27.69%		64.8%	70.10%
8 th grade	24.3%	28.36%		60.4%	61.75%	20.3%	19.40%		61.2%	63.75%
10 th grade	25.4%	21.88%		66.7%	76.29%	20.1%	9.68%		61.3%	70.21%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	14.12%	8.97%	14.65%
Suspensions Out-of-School	13.84%	17.99%	10.26%	12.91%
Expulsions In-School	0.10%	0.10%	0.11%	0.02%
Expulsions Out-of-School	0.04%	0.00%	0.39%	0.03%

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	0.96%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	73.32%	60.22%
Inside Regular Class 40-79% of day	20.63%	16.96%	
Inside Regular Class less than 40% of day	15.28%	8.48%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.23%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.23%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	70.71%
In the Regular Early Childhood Program 40-79% of time	4.23%	2.02%
In the Regular Early Childhood Program less than 40% of time	8.72%	27.27%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	76.31%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	5.10%	
Students Ages 3-21 Received ESY Services	88.27%	95.24%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	95.38%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Livingston Parish
Total Public Population: 23,679

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	13.48%		
Gifted/Talented Students ^a	3.40%	3.21%		
Regular Education Students ^a	84.03%	83.31%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	22.97%	19.00%	
GED/Skills Options	10.34%	13.06%		
Certificate of Achievement	6.92%	2.70%		
Dropped Out	29.88%	31.08%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	4.69%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	7.34%		
Participated in On-Level Assessment (grades 3-11)	78.66%	87.91%	99.82%	99.97%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.87%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.87%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	48.83%	76.16%	83.39%
Proficient LEAP 4 th grade Math	44.87%	65.26%	72.90%	83.63%
Proficient LEAP 8 th grade ELA	16.89%	23.29%	64.03%	75.94%
Proficient LEAP 8 th grade Math	26.73%	37.67%	63.72%	75.35%
Proficient GEE ELA	14.71%	14.89%	61.90%	69.37%
Proficient GEE Math	25.69%	34.74%	67.40%	77.24%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	99.61%	98.70%	99.9%	100.00%	99.7%	99.61%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	99.94%	99.8%	100.00%		99.9%	99.94%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	99.93%
6 th grade	99.2%	99.56%		99.8%	99.82%	99.3%	99.56%		99.8%	99.82%
7 th grade	99.4%	98.37%		99.7%	99.56%	99.5%	98.78%		99.7%	99.56%
8 th grade	99.1%	99.54%		99.7%	99.69%	99.2%	99.54%		99.7%	99.69%
10 th grade	97.8%	99.15%		99.1%	99.58%	98.1%	99.15%		99.1%	99.58%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	57.92%	53.50%	65.6%	78.97%	38.5%	49.03%	57.90%	67.6%	80.55%
4 th grade	41.1%	62.78%		70.9%	82.37%	35.7%	46.60%		74.4%	82.07%
5 th grade	40.4%	52.60%		67.0%	82.80%	33.0%	44.79%		68.2%	79.58%
6 th grade	30.5%	34.50%		64.3%	79.25%	26.7%	32.31%		66.0%	79.92%
7 th grade	25.8%	48.37%		58.6%	73.80%	25.5%	37.96%		64.8%	80.82%
8 th grade	24.3%	35.19%		60.4%	73.38%	20.3%	26.85%		61.2%	74.72%
10 th grade	25.4%	31.36%		66.7%	76.91%	20.1%	17.09%		61.3%	69.07%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	1.02%	8.97%	0.62%
Suspensions Out-of-School	13.84%	15.54%	10.26%	10.47%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.10%	0.39%	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	6	0.19%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	68.96%	60.22%
Inside Regular Class 40-79% of day	20.63%	19.99%	
Inside Regular Class less than 40% of day	15.28%	9.33%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.73%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.73%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	39.78%
In the Regular Early Childhood Program 40-79% of time	4.23%	1.36%
In the Regular Early Childhood Program less than 40% of time	8.72%	8.45%
Attending a Special Education Program – Separate Class	11.91%	26.70%
Attending a Special Education Program – Separate School	0.19%	0.27%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	1.36%
Service Provider Location	6.70%	22.07%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	35.40%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	91.25%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.42%	
Students Ages 3-21 Received ESY Services	88.27%	93.33%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	79.17%	
Ages 6 to 21	73.09%	93.75%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Madison Parish
Total Public Population: 2,135

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	11.43%		
Gifted/Talented Students ^a	3.40%	0.37%		
Regular Education Students ^a	84.03%	88.20%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	15.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	10.00%		
Dropped Out	29.88%	15.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	8.23%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	17.72%		
Participated in On-Level Assessment (grades 3-11)	78.66%	73.42%	99.82%	99.63%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.12%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	98.98%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	97.96%
Proficient LEAP 4 th grade ELA	39.52%	29.41%	76.16%	74.45%
Proficient LEAP 4 th grade Math	44.87%	23.53%	72.90%	64.23%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	36.61%
Proficient LEAP 8 th grade Math	26.73%	4.55%	63.72%	45.54%
Proficient GEE ELA	14.71%	16.67%	61.90%	45.36%
Proficient GEE Math	25.69%	16.67%	67.40%	71.88%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	96.43%		99.9%	99.25%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	95.83%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	98.70%
8 th grade	99.1%	100.00%		99.7%	98.63%	99.2%	100.00%		99.7%	99.32%
10 th grade	97.8%	100.00%		99.1%	97.96%	98.1%	100.00%		99.1%	98.98%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	22.22%	53.50%	65.6%	47.65%	38.5%	22.22%	57.90%	67.6%	57.65%
4 th grade	41.1%	18.18%		70.9%	62.09%	35.7%	22.73%		74.4%	73.20%
5 th grade	40.4%	21.43%		67.0%	41.79%	33.0%	3.57%		68.2%	59.70%
6 th grade	30.5%	8.33%		64.3%	22.67%	26.7%	4.17%		66.0%	22.67%
7 th grade	25.8%	7.69%		58.6%	33.12%	25.5%	3.85%		64.8%	34.42%
8 th grade	24.3%	12.00%		60.4%	36.30%	20.3%	12.00%		61.2%	33.56%
10 th grade	25.4%	8.33%		66.7%	70.41%	20.1%	8.33%		61.3%	44.90%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	12.46%	8.97%	2.40%
Suspensions Out-of-School	13.84%	17.63%	10.26%	16.75%
Expulsions In-School	0.10%	0.00%	0.11%	0.04%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	4	1.63%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	50.00%	60.22%
Inside Regular Class 40-79% of day	20.63%	23.91%	
Inside Regular Class less than 40% of day	15.28%	24.78%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.30%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.30%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	50.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	25.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	12.50%
Attending a Special Education Program – Separate Class	11.91%	12.50%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	85.71%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	87.50%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	3.52%	
Students Ages 3-21 Received ESYP Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	83.33%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Morehouse Parish
Total Public Population: 4,828

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	15.74%		
Gifted/Talented Students ^a	3.40%	0.77%		
Regular Education Students ^a	84.03%	83.49%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	2.56%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	6.41%		
Dropped Out	29.88%	46.15%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	10.14%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	8.17%		
Participated in On-Level Assessment (grades 3-11)	78.66%	81.69%	99.82%	99.79%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.25%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.25%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	40.00%	76.16%	74.36%
Proficient LEAP 4 th grade Math	44.87%	44.44%	72.90%	69.87%
Proficient LEAP 8 th grade ELA	16.89%	13.04%	64.03%	55.64%
Proficient LEAP 8 th grade Math	26.73%	17.39%	63.72%	65.66%
Proficient GEE ELA	14.71%	11.11%	61.90%	54.81%
Proficient GEE Math	25.69%	22.22%	67.40%	62.32%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	99.48%	99.8%	100.00%		99.9%	99.48%
5 th grade	99.6%	97.44%		99.9%	100.00%	99.6%	97.44%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	98.44%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	99.18%	99.5%	100.00%		99.7%	99.18%
8 th grade	99.1%	93.75%		99.7%	99.30%	99.2%	93.75%		99.7%	99.30%
10 th grade	97.8%	100.00%		99.1%	99.52%	98.1%	100.00%		99.1%	99.52%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	31.94%	53.50%	65.6%	58.03%	38.5%	31.94%	57.90%	67.6%	60.13%
4 th grade	41.1%	47.56%		70.9%	70.68%	35.7%	41.46%		74.4%	74.08%
5 th grade	40.4%	43.59%		67.0%	58.42%	33.0%	20.51%		68.2%	55.78%
6 th grade	30.5%	40.63%		64.3%	58.19%	26.7%	46.88%		66.0%	64.81%
7 th grade	25.8%	21.95%		58.6%	50.27%	25.5%	26.83%		64.8%	56.28%
8 th grade	24.3%	12.50%		60.4%	65.03%	20.3%	9.38%		61.2%	55.05%
10 th grade	25.4%	35.71%		66.7%	62.02%	20.1%	32.14%		61.3%	54.55%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	5.78%	8.97%	6.33%
Suspensions Out-of-School	13.84%	16.89%	10.26%	12.80%
Expulsions In-School	0.10%	0.22%	0.11%	0.11%
Expulsions Out-of-School	0.04%	0.00%	0.39%	0.49%

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	1.69%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	74.76%	60.22%
Inside Regular Class 40-79% of day	20.63%	12.23%	
Inside Regular Class less than 40% of day	15.28%	11.76%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.25%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.25%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	82.95%
In the Regular Early Childhood Program 40-79% of time	4.23%	1.55%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	14.73%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.78%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	26.61%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	0.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.45%	
Students Ages 3-21 Received ESY Services	88.27%	88.89%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" then select a district under "Subgroup Component Report (AYP)."
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 - 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in the 2008-09 Performance Profile.**
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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.

PERFORMANCE PROFILE

School System: Natchitoches Parish
Total Public Population: 6,893

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	11.91%		
Gifted/Talented Students ^a	3.40%	3.66%		
Regular Education Students ^a	84.03%	84.43%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	4.00%	19.00%	
GED/Skills Options	10.34%	10.67%		
Certificate of Achievement	6.92%	8.00%		
Dropped Out	29.88%	56.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	7.11%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	4.89%		
Participated in On-Level Assessment (grades 3-11)	78.66%	84.67%	99.82%	99.04%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	98.36%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	98.36%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.23%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.23%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.07%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.07%
Proficient LEAP 4 th grade ELA	39.52%	28.33%	76.16%	64.42%
Proficient LEAP 4 th grade Math	44.87%	38.33%	72.90%	66.36%
Proficient LEAP 8 th grade ELA	16.89%	13.16%	64.03%	55.70%
Proficient LEAP 8 th grade Math	26.73%	23.68%	63.72%	58.03%
Proficient GEE ELA	14.71%	0.00%	61.90%	60.75%
Proficient GEE Math	25.69%	0.00%	67.40%	64.17%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	98.99%		99.9%	99.60%	99.8%	98.99%		99.9%	99.60%
5 th grade	99.6%	95.83%		99.9%	99.76%	99.6%	95.83%		99.9%	100.00%
6 th grade	99.2%	98.92%		99.8%	100.00%	99.3%	98.92%		99.8%	100.00%
7 th grade	99.4%	93.88%		99.7%	98.83%	99.5%	95.92%		99.7%	99.07%
8 th grade	99.1%	96.49%		99.7%	98.62%	99.2%	96.55%		99.7%	98.85%
10 th grade	97.8%	90.91%		99.1%	98.16%	98.1%	95.45%		99.1%	98.17%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	38.75%	53.50%	65.6%	59.21%	38.5%	33.75%	57.90%	67.6%	57.11%
4 th grade	41.1%	31.31%		70.9%	64.95%	35.7%	22.22%		74.4%	61.78%
5 th grade	40.4%	37.50%		67.0%	66.34%	33.0%	29.17%		68.2%	64.79%
6 th grade	30.5%	12.90%		64.3%	48.70%	26.7%	6.45%		66.0%	56.06%
7 th grade	25.8%	18.37%		58.6%	52.34%	25.5%	18.37%		64.8%	63.55%
8 th grade	24.3%	22.81%		60.4%	52.98%	20.3%	13.79%		61.2%	50.69%
10 th grade	25.4%	9.09%		66.7%	63.19%	20.1%	13.64%		61.3%	59.63%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	8.32%		8.97%	9.04%
Suspensions Out-of-School	13.84%	15.99%		10.26%	11.24%
Expulsions In-School	0.10%	0.00%		0.11%	0.14%
Expulsions Out-of-School	0.04%	0.09%		0.39%	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	31	3.60%	Yes

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	31.43%	60.22%
Inside Regular Class 40-79% of day	20.63%	53.12%	
Inside Regular Class less than 40% of day	15.28%	14.03%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.43%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.43%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	62.22%
In the Regular Early Childhood Program 40-79% of time	4.23%	6.67%
In the Regular Early Childhood Program less than 40% of time	8.72%	2.22%
Attending a Special Education Program – Separate Class	11.91%	27.78%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	1.11%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	75.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	4.87%	
Students Ages 3-21 Received ESYP Services	88.27%	90.48%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	75.00%	
Ages 6 to 21	73.09%	77.08%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Orleans Parish
Total Public Population: 9,747

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	4.66%		
Gifted/Talented Students ^a	3.40%	18.70%		
Regular Education Students ^a	84.03%	76.64%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	31.11%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	16.91%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	5.40%		
Participated in On-Level Assessment (grades 3-11)	78.66%	75.90%	99.82%	99.92%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	95.45%	99.87%	99.63%
Participated in On-Level Assessment – 8 th grade Math	99.67%	95.45%	99.87%	99.63%
Participated in On-Level Assessment – GEE ELA	98.77%	93.88%	99.41%	99.82%
Participated in On-Level Assessment – GEE Math	98.66%	94.00%	99.41%	99.74%
Proficient LEAP 4 th grade ELA	39.52%	60.87%	76.16%	88.45%
Proficient LEAP 4 th grade Math	44.87%	52.17%	72.90%	82.27%
Proficient LEAP 8 th grade ELA	16.89%	38.10%	64.03%	69.83%
Proficient LEAP 8 th grade Math	26.73%	38.10%	63.72%	64.80%
Proficient GEE ELA	14.71%	13.04%	61.90%	61.37%
Proficient GEE Math	25.69%	27.66%	67.40%	64.24%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	94.87%		99.7%	99.64%	99.2%	97.44%		99.7%	99.46%
10 th grade	97.8%	93.22%		99.1%	99.56%	98.1%	93.10%		99.1%	99.48%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	56.67%	53.50%	65.6%	74.38%	38.5%	56.67%	57.90%	67.6%	78.78%
4 th grade	41.1%	53.13%		70.9%	81.69%	35.7%	53.13%		74.4%	87.53%
5 th grade	40.4%	48.15%		67.0%	74.67%	33.0%	59.26%		68.2%	80.62%
6 th grade	30.5%	40.00%		64.3%	74.55%	26.7%	56.67%		66.0%	81.25%
7 th grade	25.8%	27.59%		58.6%	73.48%	25.5%	27.59%		64.8%	80.94%
8 th grade	24.3%	35.90%		60.4%	62.86%	20.3%	41.03%		61.2%	67.68%
10 th grade	25.4%	28.81%		66.7%	63.96%	20.1%	20.69%		61.3%	61.05%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	2.08%		8.97%	3.48%
Suspensions Out-of-School	13.84%	8.97%		10.26%	7.63%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.32%		0.39%	0.19%

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	0.45%	No

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	64.43%	60.22%
Inside Regular Class 40-79% of day	20.63%	18.04%	
Inside Regular Class less than 40% of day	15.28%	16.24%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.29%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.29%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	42.59%
In the Regular Early Childhood Program 40-79% of time	4.23%	14.81%
In the Regular Early Childhood Program less than 40% of time	8.72%	12.96%
Attending a Special Education Program – Separate Class	11.91%	25.93%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	3.70%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	53.85%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	100.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	13.41%	
Students Ages 3-21 Received ESYP Services	88.27%	98.31%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	91.49%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Ouachita Parish
Total Public Population: 19,062

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	13.31%		
Gifted/Talented Students ^a	3.40%	4.78%		
Regular Education Students ^a	84.03%	81.91%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	18.18%	19.00%	
GED/Skills Options	10.34%	11.26%		
Certificate of Achievement	6.92%	5.19%		
Dropped Out	29.88%	7.36%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.81%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	20.14%		
Participated in On-Level Assessment (grades 3-11)	78.66%	72.99%	99.82%	99.93%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.81%
Proficient LEAP 4 th grade ELA	39.52%	54.55%	76.16%	88.48%
Proficient LEAP 4 th grade Math	44.87%	59.74%	72.90%	84.64%
Proficient LEAP 8 th grade ELA	16.89%	25.97%	64.03%	76.77%
Proficient LEAP 8 th grade Math	26.73%	32.47%	63.72%	73.76%
Proficient GEE ELA	14.71%	17.33%	61.90%	69.71%
Proficient GEE Math	25.69%	20.00%	67.40%	73.90%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.92%	99.7%	100.00%	97.75%	99.9%	99.92%
4 th grade	99.8%	99.57%		99.9%	100.00%	99.8%	99.57%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	99.56%		99.8%	99.92%	99.3%	99.56%		99.8%	99.83%
7 th grade	99.4%	99.48%		99.7%	99.84%	99.5%	99.48%		99.7%	99.84%
8 th grade	99.1%	99.34%		99.7%	99.84%	99.2%	100.00%		99.7%	99.84%
10 th grade	97.8%	98.02%		99.1%	99.34%	98.1%	98.02%		99.1%	99.72%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	45.66%	53.50%	65.6%	77.68%	38.5%	43.84%	57.90%	67.6%	83.28%
4 th grade	41.1%	50.87%		70.9%	83.72%	35.7%	46.96%		74.4%	88.16%
5 th grade	40.4%	53.71%		67.0%	78.67%	33.0%	48.57%		68.2%	80.91%
6 th grade	30.5%	41.15%		64.3%	82.24%	26.7%	34.96%		66.0%	84.99%
7 th grade	25.8%	31.94%		58.6%	76.33%	25.5%	37.70%		64.8%	83.92%
8 th grade	24.3%	31.58%		60.4%	72.24%	20.3%	28.29%		61.2%	74.82%
10 th grade	25.4%	19.80%		66.7%	73.41%	20.1%	21.78%		61.3%	69.52%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	12.22%	8.97%	7.43%
Suspensions Out-of-School	13.84%	14.56%	10.26%	8.42%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	19	0.76%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	71.98%	60.22%
Inside Regular Class 40-79% of day	20.63%	19.97%	
Inside Regular Class less than 40% of day	15.28%	7.26%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.79%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.79%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	49.58%
In the Regular Early Childhood Program 40-79% of time	4.23%	3.36%
In the Regular Early Childhood Program less than 40% of time	8.72%	4.20%
Attending a Special Education Program – Separate Class	11.91%	21.85%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	3.36%
Service Provider Location	6.70%	17.65%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	91.30%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	1.78%	
Students Ages 3-21 Received ESY Services	88.27%	95.45%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	84.80%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: **Plaquemines Parish**
Total Public Population: **3,636**

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	10.86%		
Gifted/Talented Students ^a	3.40%	2.70%		
Regular Education Students ^a	84.03%	86.44%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	26.83%	19.00%	
GED/Skills Options	10.34%	7.32%		
Certificate of Achievement	6.92%	9.76%		
Dropped Out	29.88%	19.51%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.52%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	11.64%		
Participated in On-Level Assessment (grades 3-11)	78.66%	78.84%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	50.00%	76.16%	86.70%
Proficient LEAP 4 th grade Math	44.87%	77.27%	72.90%	85.71%
Proficient LEAP 8 th grade ELA	16.89%	9.09%	64.03%	77.78%
Proficient LEAP 8 th grade Math	26.73%	27.27%	63.72%	73.91%
Proficient GEE ELA	14.71%	7.69%	61.90%	76.49%
Proficient GEE Math	25.69%	38.46%	67.40%	77.69%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	95.83%		99.9%	100.00%	99.6%	95.83%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	95.83%		99.7%	99.59%	99.5%	95.83%		99.7%	99.59%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	99.60%	98.1%	100.00%		99.1%	99.60%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	41.67%	53.50%	65.6%	85.71%	38.5%	45.83%	57.90%	67.6%	81.93%
4 th grade	41.1%	63.64%		70.9%	84.26%	35.7%	39.39%		74.4%	85.65%
5 th grade	40.4%	29.17%		67.0%	79.81%	33.0%	29.17%		68.2%	65.38%
6 th grade	30.5%	33.33%		64.3%	74.54%	26.7%	23.81%		66.0%	72.22%
7 th grade	25.8%	25.00%		58.6%	68.46%	25.5%	29.17%		64.8%	72.20%
8 th grade	24.3%	20.00%		60.4%	71.43%	20.3%	20.00%		61.2%	75.12%
10 th grade	25.4%	36.84%		66.7%	77.08%	20.1%	10.53%		61.3%	75.89%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	6.67%		8.97%	6.66%
Suspensions Out-of-School	13.84%	13.33%		10.26%	11.09%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	0.16%

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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	61.85%	60.22%
Inside Regular Class 40-79% of day	20.63%	23.08%	
Inside Regular Class less than 40% of day	15.28%	11.38%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	3.69%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	3.69%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	66.07%
In the Regular Early Childhood Program 40-79% of time	4.23%	5.36%
In the Regular Early Childhood Program less than 40% of time	8.72%	8.93%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	5.36%
Service Provider Location	6.70%	14.29%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	98.67%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	92.30%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	4.64%	
Students Ages 3-21 Received ESY Services	88.27%	73.33%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	73.08%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Pointe Coupee Parish
Total Public Population: 3,155

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	15.59%		
Gifted/Talented Students ^a	3.40%	0.44%		
Regular Education Students ^a	84.03%	83.96%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	21.62%	19.00%	
GED/Skills Options	10.34%	32.43%		
Certificate of Achievement	6.92%	5.41%		
Dropped Out	29.88%	32.43%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.03%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	12.27%		
Participated in On-Level Assessment (grades 3-11)	78.66%	77.62%	99.82%	99.87%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	96.30%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	96.30%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	18.18%	76.16%	68.56%
Proficient LEAP 4 th grade Math	44.87%	27.27%	72.90%	58.76%
Proficient LEAP 8 th grade ELA	16.89%	19.23%	64.03%	48.43%
Proficient LEAP 8 th grade Math	26.73%	7.69%	63.72%	51.27%
Proficient GEE ELA	14.71%	8.33%	61.90%	64.15%
Proficient GEE Math	25.69%	33.33%	67.40%	76.40%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	97.44%		99.8%	100.00%	99.3%	97.44%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	97.87%		99.7%	99.51%	99.2%	97.87%		99.7%	99.02%
10 th grade	97.8%	100.00%		99.1%	99.38%	98.1%	100.00%		99.1%	99.38%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	20.69%	53.50%	65.6%	55.12%	38.5%	31.03%	57.90%	67.6%	60.49%
4 th grade	41.1%	29.82%		70.9%	56.39%	35.7%	19.30%		74.4%	66.08%
5 th grade	40.4%	33.33%		67.0%	61.24%	33.0%	28.57%		68.2%	64.04%
6 th grade	30.5%	28.21%		64.3%	47.78%	26.7%	25.64%		66.0%	53.20%
7 th grade	25.8%	20.00%		58.6%	46.45%	25.5%	26.00%		64.8%	54.03%
8 th grade	24.3%	17.02%		60.4%	43.14%	20.3%	23.40%		61.2%	43.63%
10 th grade	25.4%	35.71%		66.7%	75.93%	20.1%	14.29%		61.3%	63.75%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	11.36%		8.97%	8.03%
Suspensions Out-of-School	13.84%	21.36%		10.26%	16.23%
Expulsions In-School	0.10%	0.34%		0.11%	0.74%
Expulsions Out-of-School	0.04%	0.00%		0.39%	0.20%

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	31	6.40%	Yes

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	58.09%	60.22%
Inside Regular Class 40-79% of day	20.63%	25.74%	
Inside Regular Class less than 40% of day	15.28%	14.81%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.37%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.37%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	68.89%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	2.22%
Attending a Special Education Program – Separate Class	11.91%	17.78%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	8.89%
Service Provider Location	6.70%	2.22%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	80.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	86.48%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	8.69%	
Students Ages 3-21 Received ESY Services	88.27%	84.44%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	0.00%	
Ages 6 to 21	73.09%	54.29%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Rapides Parish
Total Public Population: 23,440

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	13.14%		
Gifted/Talented Students ^a	3.40%	1.88%		
Regular Education Students ^a	84.03%	84.98%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	21.16%	19.00%	
GED/Skills Options	10.34%	12.29%		
Certificate of Achievement	6.92%	8.53%		
Dropped Out	29.88%	28.33%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	10.40%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	7.68%		
Participated in On-Level Assessment (grades 3-11)	78.66%	81.86%	99.82%	99.93%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.92%
Proficient LEAP 4 th grade ELA	39.52%	45.31%	76.16%	85.93%
Proficient LEAP 4 th grade Math	44.87%	57.29%	72.90%	82.03%
Proficient LEAP 8 th grade ELA	16.89%	21.08%	64.03%	67.12%
Proficient LEAP 8 th grade Math	26.73%	30.91%	63.72%	61.54%
Proficient GEE ELA	14.71%	23.38%	61.90%	67.01%
Proficient GEE Math	25.69%	23.08%	67.40%	68.61%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA					
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.7%	99.07%	98.70%	99.9%	100.00%	99.7%	99.07%	97.75%	99.9%	100.00%	
4 th grade	99.8%	100.00%		99.9%	99.87%	99.8%	100.00%		99.9%	99.87%	
5 th grade	99.6%	99.48%		99.9%	100.00%	99.6%	98.96%		99.9%	100.00%	
6 th grade	99.2%	98.05%		99.8%	99.74%	99.3%	98.44%		99.8%	99.74%	
7 th grade	99.4%	99.60%		99.7%	99.80%	99.5%	99.60%		99.7%	99.80%	
8 th grade	99.1%	99.16%		99.7%	99.79%	99.2%	99.17%		99.7%	99.79%	
10 th grade	97.8%	100.00%		99.1%	99.92%	98.1%	100.00%		99.1%	100.00%	
Proficiency rate (all assessment types)											
3 rd grade	41.3%	53.74%	53.50%	65.6%	72.75%	38.5%	49.07%	57.90%	67.6%	75.87%	
4 th grade	41.1%	53.93%		70.9%	80.89%	35.7%	44.57%		74.4%	84.98%	
5 th grade	40.4%	47.67%		67.0%	76.82%	33.0%	40.41%		68.2%	77.36%	
6 th grade	30.5%	35.55%		64.3%	66.36%	26.7%	33.85%		66.0%	74.67%	
7 th grade	25.8%	18.88%		58.6%	53.73%	25.5%	20.48%		64.8%	67.17%	
8 th grade	24.3%	26.89%		60.4%	59.82%	20.3%	22.50%		61.2%	65.77%	
10 th grade	25.4%	25.51%		66.7%	68.56%	20.1%	26.80%		61.3%	67.01%	

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	10.27%		8.97%	8.82%
Suspensions Out-of-School	13.84%	12.95%		10.26%	8.09%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	20	0.64%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	55.02%	60.22%
Inside Regular Class 40-79% of day	20.63%	30.28%	
Inside Regular Class less than 40% of day	15.28%	9.89%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	3.84%	
Homebound/Hospital	0.96%	0.96%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	4.80%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	42.81%
In the Regular Early Childhood Program 40-79% of time	4.23%	6.86%
In the Regular Early Childhood Program less than 40% of time	8.72%	27.45%
Attending a Special Education Program – Separate Class	11.91%	21.24%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.65%
Service Provider Location	6.70%	0.98%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	97.94%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	3.37%	
Students Ages 3-21 Received ESYP Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	68.97%	
Ages 6 to 21	73.09%	67.31%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Red River Parish
Total Public Population: 1,479

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	11.49%		
Gifted/Talented Students ^a	3.40%	0.07%		
Regular Education Students ^a	84.03%	88.44%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	13.64%	19.00%	
GED/Skills Options	10.34%	22.73%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	45.45%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	5.43%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	8.70%		
Participated in On-Level Assessment (grades 3-11)	78.66%	85.87%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	0.00%	76.16%	77.65%
Proficient LEAP 4 th grade Math	44.87%	30.00%	72.90%	70.59%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	39.00%
Proficient LEAP 8 th grade Math	26.73%	11.11%	63.72%	27.00%
Proficient GEE ELA	14.71%	25.00%	61.90%	63.24%
Proficient GEE Math	25.69%	37.50%	67.40%	62.69%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	33.33%	53.50%	65.6%	52.22%	38.5%	16.67%	57.90%	67.6%	60.00%
4 th grade	41.1%	21.43%		70.9%	68.42%	35.7%	0.00%		74.4%	73.68%
5 th grade	40.4%	58.82%		67.0%	55.81%	33.0%	29.41%		68.2%	65.12%
6 th grade	30.5%	18.18%		64.3%	58.43%	26.7%	36.36%		66.0%	56.18%
7 th grade	25.8%	33.33%		58.6%	40.57%	25.5%	8.33%		64.8%	48.11%
8 th grade	24.3%	18.18%		60.4%	24.78%	20.3%	9.09%		61.2%	37.17%
10 th grade	25.4%	45.45%		66.7%	62.69%	20.1%	36.36%		61.3%	63.24%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	16.17%		8.97%	15.98%
Suspensions Out-of-School	13.84%	5.64%		10.26%	3.74%
Expulsions In-School	0.10%	0.00%		0.11%	0.75%
Expulsions Out-of-School	0.04%	0.00%		0.39%	0.11%

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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	66.45%	60.22%
Inside Regular Class 40-79% of day	20.63%	17.76%	
Inside Regular Class less than 40% of day	15.28%	3.29%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.32%	
Correctional Facilities	0.37%	11.18%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.32%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	100.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	66.66%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.00%	
Students Ages 3-21 Received ESY Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	90.91%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Richland Parish
Total Public Population: 3,350

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	13.37%		
Gifted/Talented Students ^a	3.40%	1.61%		
Regular Education Students ^a	84.03%	85.01%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	5.00%	19.00%	
GED/Skills Options	10.34%	5.00%		
Certificate of Achievement	6.92%	2.50%		
Dropped Out	29.88%	42.50%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	5.91%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	32.49%		
Participated in On-Level Assessment (grades 3-11)	78.66%	61.18%	99.82%	99.78%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	17.39%	76.16%	61.24%
Proficient LEAP 4 th grade Math	44.87%	26.09%	72.90%	64.59%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	55.04%
Proficient LEAP 8 th grade Math	26.73%	20.00%	63.72%	69.87%
Proficient GEE ELA	14.71%	11.11%	61.90%	41.67%
Proficient GEE Math	25.69%	11.11%	67.40%	50.56%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	99.55%	99.3%	100.00%		99.8%	99.55%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	97.50%		99.7%	100.00%	99.2%	97.50%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	13.16%	53.50%	65.6%	51.00%	38.5%	18.42%	57.90%	67.6%	51.39%
4 th grade	41.1%	20.55%		70.9%	63.31%	35.7%	13.70%		74.4%	59.68%
5 th grade	40.4%	8.33%		67.0%	66.67%	33.0%	16.67%		68.2%	58.76%
6 th grade	30.5%	6.45%		64.3%	62.50%	26.7%	3.23%		66.0%	62.50%
7 th grade	25.8%	5.88%		58.6%	64.62%	25.5%	14.71%		64.8%	62.74%
8 th grade	24.3%	15.00%		60.4%	67.55%	20.3%	20.00%		61.2%	52.08%
10 th grade	25.4%	15.38%		66.7%	50.56%	20.1%	15.38%		61.3%	41.67%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	4.50%	8.97%	3.46%
Suspensions Out-of-School	13.84%	21.58%	10.26%	13.31%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	17	3.76%	Yes

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	57.25%	60.22%
Inside Regular Class 40-79% of day	20.63%	28.26%	
Inside Regular Class less than 40% of day	15.28%	13.02%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.47%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.47%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	82.22%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	4.44%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	8.89%
Service Provider Location	6.70%	4.44%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	50.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	4.67%	
Students Ages 3-21 Received ESY Services	88.27%	80.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	64.29%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Sabine Parish
Total Public Population: 4,210

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	13.25%		
Gifted/Talented Students ^a	3.40%	1.85%		
Regular Education Students ^a	84.03%	84.89%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	28.57%	19.00%	
GED/Skills Options	10.34%	36.73%		
Certificate of Achievement	6.92%	4.08%		
Dropped Out	29.88%	16.33%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	7.44%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	14.24%		
Participated in On-Level Assessment (grades 3-11)	78.66%	78.32%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	25.93%	76.16%	74.14%
Proficient LEAP 4 th grade Math	44.87%	40.74%	72.90%	70.34%
Proficient LEAP 8 th grade ELA	16.89%	14.81%	64.03%	65.60%
Proficient LEAP 8 th grade Math	26.73%	25.93%	63.72%	70.00%
Proficient GEE ELA	14.71%	20.00%	61.90%	60.00%
Proficient GEE Math	25.69%	40.00%	67.40%	69.60%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	96.55%		99.1%	100.00%	98.1%	96.55%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	48.28%	53.50%	65.6%	66.07%	38.5%	31.03%	57.90%	67.6%	74.64%
4 th grade	41.1%	43.40%		70.9%	68.79%	35.7%	24.53%		74.4%	71.99%
5 th grade	40.4%	35.00%		67.0%	62.98%	33.0%	35.00%		68.2%	66.03%
6 th grade	30.5%	19.44%		64.3%	70.66%	26.7%	16.67%		66.0%	75.21%
7 th grade	25.8%	17.78%		58.6%	63.29%	25.5%	24.44%		64.8%	75.95%
8 th grade	24.3%	25.00%		60.4%	68.38%	20.3%	18.75%		61.2%	64.34%
10 th grade	25.4%	34.48%		66.7%	69.60%	20.1%	20.69%		61.3%	60.00%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	11.92%		8.97%	6.29%
Suspensions Out-of-School	13.84%	11.33%		10.26%	5.47%
Expulsions In-School	0.10%	0.00%		0.11%	0.05%
Expulsions Out-of-School	0.04%	0.15%		0.39%	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	4	0.71%	No

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	65.61%	60.22%
Inside Regular Class 40-79% of day	20.63%	26.09%	
Inside Regular Class less than 40% of day	15.28%	8.30%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	54.55%
In the Regular Early Childhood Program 40-79% of time	4.23%	5.45%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	32.73%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	5.45%
Service Provider Location	6.70%	1.82%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	36.78%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	81.81%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.23%	
Students Ages 3-21 Received ESY Services	88.27%	95.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	73.68%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: St. Bernard Parish
Total Public Population: 4,227

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	9.70%		
Gifted/Talented Students ^a	3.40%	2.29%		
Regular Education Students ^a	84.03%	88.01%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	18.84%	19.00%	
GED/Skills Options	10.34%	5.80%		
Certificate of Achievement	6.92%	1.45%		
Dropped Out	29.88%	36.23%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	11.11%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	11.11%		
Participated in On-Level Assessment (grades 3-11)	78.66%	77.78%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	47.37%	76.16%	78.86%
Proficient LEAP 4 th grade Math	44.87%	57.89%	72.90%	87.85%
Proficient LEAP 8 th grade ELA	16.89%	9.09%	64.03%	59.26%
Proficient LEAP 8 th grade Math	26.73%	27.27%	63.72%	64.44%
Proficient GEE ELA	14.71%	26.67%	61.90%	67.04%
Proficient GEE Math	25.69%	46.67%	67.40%	76.03%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	97.50%		99.9%	100.00%	99.8%	97.50%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	99.61%	99.6%	100.00%		99.9%	99.61%
6 th grade	99.2%	97.50%		99.8%	100.00%	99.3%	97.50%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	33.33%	53.50%	65.6%	69.79%	38.5%	23.33%	57.90%	67.6%	64.68%
4 th grade	41.1%	55.00%		70.9%	88.52%	35.7%	42.50%		74.4%	79.63%
5 th grade	40.4%	42.42%		67.0%	72.44%	33.0%	24.24%		68.2%	61.42%
6 th grade	30.5%	27.50%		64.3%	73.25%	26.7%	12.50%		66.0%	69.14%
7 th grade	25.8%	25.00%		58.6%	62.45%	25.5%	20.69%		64.8%	67.29%
8 th grade	24.3%	25.00%		60.4%	62.93%	20.3%	14.58%		61.2%	58.50%
10 th grade	25.4%	38.89%		66.7%	76.03%	20.1%	22.22%		61.3%	67.04%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	13.63%		8.97%	9.33%
Suspensions Out-of-School	13.84%	17.31%		10.26%	9.39%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.18%		0.39%	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	1	0.24%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	60.94%	60.22%
Inside Regular Class 40-79% of day	20.63%	22.14%	
Inside Regular Class less than 40% of day	15.28%	15.89%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.04%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.04%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	94.74%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	2.63%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	2.63%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	99.20%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	75.00%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	100.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	5.29%	
Students Ages 3-21 Received ESY Services	88.27%	73.68%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	82.14%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: St. Charles Parish
Total Public Population: 9,562

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	11.19%		
Gifted/Talented Students ^a	3.40%	6.47%		
Regular Education Students ^a	84.03%	82.34%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	14.81%	19.00%	
GED/Skills Options	10.34%	9.88%		
Certificate of Achievement	6.92%	7.41%		
Dropped Out	29.88%	28.40%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	8.75%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	8.08%		
Participated in On-Level Assessment (grades 3-11)	78.66%	83.16%	99.82%	99.87%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.83%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.83%
Proficient LEAP 4 th grade ELA	39.52%	59.21%	76.16%	87.46%
Proficient LEAP 4 th grade Math	44.87%	53.95%	72.90%	82.47%
Proficient LEAP 8 th grade ELA	16.89%	23.53%	64.03%	74.70%
Proficient LEAP 8 th grade Math	26.73%	23.53%	63.72%	73.48%
Proficient GEE ELA	14.71%	28.57%	61.90%	67.45%
Proficient GEE Math	25.69%	50.00%	67.40%	77.50%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	99.84%	99.8%	100.00%		99.9%	99.84%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	98.68%		99.8%	100.00%	99.3%	98.68%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	98.65%		99.7%	99.85%	99.2%	98.65%		99.7%	99.85%
10 th grade	97.8%	97.30%		99.1%	99.83%	98.1%	100.00%		99.1%	99.83%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	43.56%	53.50%	65.6%	76.44%	38.5%	40.59%	57.90%	67.6%	79.06%
4 th grade	41.1%	42.64%		70.9%	80.75%	35.7%	48.84%		74.4%	86.70%
5 th grade	40.4%	43.08%		67.0%	76.35%	33.0%	41.54%		68.2%	75.53%
6 th grade	30.5%	39.47%		64.3%	79.63%	26.7%	23.68%		66.0%	81.34%
7 th grade	25.8%	33.71%		58.6%	74.11%	25.5%	26.97%		64.8%	79.61%
8 th grade	24.3%	22.97%		60.4%	72.51%	20.3%	24.32%		61.2%	73.40%
10 th grade	25.4%	37.84%		66.7%	77.23%	20.1%	27.03%		61.3%	67.23%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	19.07%	8.97%	15.09%
Suspensions Out-of-School	13.84%	16.25%	10.26%	2.03%
Expulsions In-School	0.10%	0.00%	0.11%	0.02%
Expulsions Out-of-School	0.04%	0.00%	0.39%	0.18%

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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	54.34%	60.22%
Inside Regular Class 40-79% of day	20.63%	32.81%	
Inside Regular Class less than 40% of day	15.28%	11.18%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.67%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.67%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	75.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	3.57%
In the Regular Early Childhood Program less than 40% of time	8.72%	14.29%
Attending a Special Education Program – Separate Class	11.91%	3.57%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	2.68%
Service Provider Location	6.70%	0.89%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	94.74%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	53.33%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	4.00%	
Students Ages 3-21 Received ESY Services	88.27%	84.44%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	90.86%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: St. Helena Parish
Total Public Population: 1,267

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	17.05%		
Gifted/Talented Students ^a	3.40%	0.47%		
Regular Education Students ^a	84.03%	82.48%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	15.79%	19.00%	
GED/Skills Options	10.34%	5.26%		
Certificate of Achievement	6.92%	5.26%		
Dropped Out	29.88%	36.84%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	5.38%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	10.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	84.62%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	0.00%	76.16%	55.71%
Proficient LEAP 4 th grade Math	44.87%	0.00%	72.90%	41.43%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	25.71%
Proficient LEAP 8 th grade Math	26.73%	0.00%	63.72%	32.39%
Proficient GEE ELA	14.71%	0.00%	61.90%	40.30%
Proficient GEE Math	25.69%	20.00%	67.40%	76.47%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	91.67%		99.9%	100.00%	99.6%	91.67%		99.9%	100.00%
6 th grade	99.2%	95.45%		99.8%	97.59%	99.3%	95.45%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	98.55%	98.1%	100.00%		99.1%	97.10%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	22.22%	53.50%	65.6%	29.55%	38.5%	11.11%	57.90%	67.6%	26.14%
4 th grade	41.1%	6.25%		70.9%	40.54%	35.7%	6.25%		74.4%	55.41%
5 th grade	40.4%	8.33%		67.0%	20.00%	33.0%	0.00%		68.2%	15.71%
6 th grade	30.5%	4.55%		64.3%	22.89%	26.7%	4.55%		66.0%	19.28%
7 th grade	25.8%	5.88%		58.6%	29.17%	25.5%	0.00%		64.8%	21.13%
8 th grade	24.3%	0.00%		60.4%	33.78%	20.3%	7.14%		61.2%	24.32%
10 th grade	25.4%	20.00%		66.7%	75.36%	20.1%	0.00%		61.3%	39.13%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	17.25%		8.97%	14.54%
Suspensions Out-of-School	13.84%	20.78%		10.26%	17.85%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	5	2.38%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	62.56%	60.22%
Inside Regular Class 40-79% of day	20.63%	31.28%	
Inside Regular Class less than 40% of day	15.28%	5.13%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.03%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.03%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	80.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	6.67%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	6.67%
Service Provider Location	6.70%	6.67%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	40.91%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	0.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	61.53%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	6.96%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	18.18%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

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^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 school year.

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

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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.
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 - 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
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Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in the 2008-09 Performance Profile.**
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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.

PERFORMANCE PROFILE

School System: St. James Parish
Total Public Population: 4,210

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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.

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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

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	State	Local		
Students with Disabilities ^a	12.57%	11.97%		
Gifted/Talented Students ^a	3.40%	2.02%		
Regular Education Students ^a	84.03%	86.01%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	11.11%	19.00%	
GED/Skills Options	10.34%	37.04%		
Certificate of Achievement	6.92%	11.11%		
Dropped Out	29.88%	14.81%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.02%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	14.90%		
Participated in On-Level Assessment (grades 3-11)	78.66%	76.08%	99.82%	99.86%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	32.35%	76.16%	81.02%
Proficient LEAP 4 th grade Math	44.87%	38.24%	72.90%	76.85%
Proficient LEAP 8 th grade ELA	16.89%	5.00%	64.03%	55.97%
Proficient LEAP 8 th grade Math	26.73%	10.00%	63.72%	64.93%
Proficient GEE ELA	14.71%	0.00%	61.90%	70.91%
Proficient GEE Math	25.69%	50.00%	67.40%	87.27%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	97.87%	98.70%	99.9%	100.00%	99.7%	97.87%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	99.65%	99.2%	100.00%		99.7%	99.65%
10 th grade	97.8%	92.31%		99.1%	100.00%	98.1%	92.31%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	40.43%	53.50%	65.6%	69.79%	38.5%	46.81%	57.90%	67.6%	77.02%
4 th grade	41.1%	40.82%		70.9%	74.57%	35.7%	30.61%		74.4%	79.31%
5 th grade	40.4%	41.67%		67.0%	60.79%	33.0%	25.00%		68.2%	65.64%
6 th grade	30.5%	29.63%		64.3%	65.86%	26.7%	29.63%		66.0%	72.69%
7 th grade	25.8%	23.26%		58.6%	66.19%	25.5%	13.95%		64.8%	62.63%
8 th grade	24.3%	14.29%		60.4%	63.29%	20.3%	8.57%		61.2%	53.85%
10 th grade	25.4%	38.46%		66.7%	87.27%	20.1%	7.69%		61.3%	70.91%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	14.35%		8.97%	12.53%
Suspensions Out-of-School	13.84%	19.46%		10.26%	14.44%
Expulsions In-School	0.10%	2.71%		0.11%	1.71%
Expulsions Out-of-School	0.04%	0.32%		0.39%	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	13	2.56%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	74.17%	60.22%
Inside Regular Class 40-79% of day	20.63%	18.25%	
Inside Regular Class less than 40% of day	15.28%	7.11%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.47%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.47%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	89.53%
In the Regular Early Childhood Program 40-79% of time	4.23%	6.98%
In the Regular Early Childhood Program less than 40% of time	8.72%	1.16%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	2.33%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	76.92%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.78%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	50.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: St. John the Baptist Parish
Total Public Population: 6,546

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	14.22%		
Gifted/Talented Students ^a	3.40%	2.09%		
Regular Education Students ^a	84.03%	83.68%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	14.46%	19.00%	
GED/Skills Options	10.34%	8.43%		
Certificate of Achievement	6.92%	4.82%		
Dropped Out	29.88%	46.99%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.78%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	3.91%		
Participated in On-Level Assessment (grades 3-11)	78.66%	85.09%	99.82%	99.63%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	98.50%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	98.49%
Proficient LEAP 4 th grade ELA	39.52%	34.69%	76.16%	71.69%
Proficient LEAP 4 th grade Math	44.87%	34.69%	72.90%	72.22%
Proficient LEAP 8 th grade ELA	16.89%	31.25%	64.03%	68.68%
Proficient LEAP 8 th grade Math	26.73%	53.13%	63.72%	73.81%
Proficient GEE ELA	14.71%	13.64%	61.90%	56.53%
Proficient GEE Math	25.69%	22.73%	67.40%	63.19%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	96.77%		99.9%	99.74%	99.6%	96.77%		99.9%	99.74%
6 th grade	99.2%	96.51%		99.8%	99.29%	99.3%	96.51%		99.8%	99.29%
7 th grade	99.4%	100.00%		99.7%	99.55%	99.5%	100.00%		99.7%	99.55%
8 th grade	99.1%	100.00%		99.7%	99.76%	99.2%	97.67%		99.7%	99.76%
10 th grade	97.8%	100.00%		99.1%	98.49%	98.1%	100.00%		99.1%	98.50%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	32.89%	53.50%	65.6%	65.20%	38.5%	23.68%	57.90%	67.6%	66.18%
4 th grade	41.1%	37.18%		70.9%	71.49%	35.7%	30.77%		74.4%	70.34%
5 th grade	40.4%	12.90%		67.0%	55.27%	33.0%	16.13%		68.2%	60.15%
6 th grade	30.5%	24.42%		64.3%	62.59%	26.7%	22.09%		66.0%	63.53%
7 th grade	25.8%	22.95%		58.6%	49.43%	25.5%	18.03%		64.8%	64.17%
8 th grade	24.3%	48.84%		60.4%	70.81%	20.3%	30.23%		61.2%	66.59%
10 th grade	25.4%	23.33%		66.7%	62.24%	20.1%	20.00%		61.3%	55.69%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	26.99%		8.97%	21.77%
Suspensions Out-of-School	13.84%	18.00%		10.26%	13.43%
Expulsions In-School	0.10%	0.34%		0.11%	0.79%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	6	0.63%	No

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	83.87%	60.22%
Inside Regular Class 40-79% of day	20.63%	7.27%	
Inside Regular Class less than 40% of day	15.28%	8.25%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.62%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.62%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	45.77%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.70%
In the Regular Early Childhood Program less than 40% of time	8.72%	2.11%
Attending a Special Education Program – Separate Class	11.91%	40.85%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	1.41%
Service Provider Location	6.70%	9.15%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	100.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	86.95%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.24%	
Students Ages 3-21 Received ESY Services	88.27%	90.91%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	60.00%	
Ages 6 to 21	73.09%	49.40%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in the 2008-09 Performance Profile.**
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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.

PERFORMANCE PROFILE

School System: St. Landry Parish
Total Public Population: 15,243

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	13.32%		
Gifted/Talented Students ^a	3.40%	1.73%		
Regular Education Students ^a	84.03%	84.95%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	23.76%	19.00%	
GED/Skills Options	10.34%	12.15%		
Certificate of Achievement	6.92%	4.42%		
Dropped Out	29.88%	32.04%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.62%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	7.65%		
Participated in On-Level Assessment (grades 3-11)	78.66%	85.54%	99.82%	99.86%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.87%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.87%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.87%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.74%
Proficient LEAP 4 th grade ELA	39.52%	37.76%	76.16%	78.76%
Proficient LEAP 4 th grade Math	44.87%	33.57%	72.90%	75.46%
Proficient LEAP 8 th grade ELA	16.89%	15.22%	64.03%	71.49%
Proficient LEAP 8 th grade Math	26.73%	25.00%	63.72%	69.63%
Proficient GEE ELA	14.71%	20.69%	61.90%	67.56%
Proficient GEE Math	25.69%	29.31%	67.40%	71.10%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.91%	99.7%	100.00%	97.75%	99.9%	99.91%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	99.32%		99.9%	99.79%	99.6%	99.32%		99.9%	99.79%
6 th grade	99.2%	100.00%		99.8%	99.91%	99.3%	100.00%		99.8%	99.91%
7 th grade	99.4%	100.00%		99.7%	99.46%	99.5%	100.00%		99.7%	99.57%
8 th grade	99.1%	100.00%		99.7%	99.88%	99.2%	100.00%		99.7%	99.88%
10 th grade	97.8%	98.68%		99.1%	98.74%	98.1%	100.00%		99.1%	98.74%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	42.44%	53.50%	65.6%	69.43%	38.5%	40.98%	57.90%	67.6%	73.48%
4 th grade	41.1%	33.50%		70.9%	74.50%	35.7%	33.00%		74.4%	78.13%
5 th grade	40.4%	36.49%		67.0%	60.91%	33.0%	28.38%		68.2%	68.25%
6 th grade	30.5%	33.33%		64.3%	69.73%	26.7%	35.80%		66.0%	74.36%
7 th grade	25.8%	22.60%		58.6%	56.96%	25.5%	28.08%		64.8%	71.57%
8 th grade	24.3%	26.76%		60.4%	66.11%	20.3%	17.61%		61.2%	68.97%
10 th grade	25.4%	28.95%		66.7%	70.20%	20.1%	26.32%		61.3%	66.71%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	5.38%	8.97%	3.24%
Suspensions Out-of-School	13.84%	13.37%	10.26%	10.36%
Expulsions In-School	0.10%	0.75%	0.11%	0.40%
Expulsions Out-of-School	0.04%	0.25%	0.39%	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	28	1.35%	Yes

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	57.48%	60.22%
Inside Regular Class 40-79% of day	20.63%	24.17%	
Inside Regular Class less than 40% of day	15.28%	16.79%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.56%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.56%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	80.18%
In the Regular Early Childhood Program 40-79% of time	4.23%	2.25%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.45%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	13.51%
Service Provider Location	6.70%	3.60%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	33.69%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	99.48%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	0.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	81.39%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	1.84%	
Students Ages 3-21 Received ESYP Services	88.27%	95.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	94.44%	
Ages 6 to 21	73.09%	85.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: St. Martin Parish
Total Public Population: 8,467

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	12.00%		
Gifted/Talented Students ^a	3.40%	1.00%		
Regular Education Students ^a	84.03%	87.00%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	16.22%	19.00%	
GED/Skills Options	10.34%	11.71%		
Certificate of Achievement	6.92%	10.81%		
Dropped Out	29.88%	28.83%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.68%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	7.42%		
Participated in On-Level Assessment (grades 3-11)	78.66%	85.34%	99.82%	99.87%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.81%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.81%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.79%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.79%
Proficient LEAP 4 th grade ELA	39.52%	46.43%	76.16%	72.67%
Proficient LEAP 4 th grade Math	44.87%	57.89%	72.90%	73.41%
Proficient LEAP 8 th grade ELA	16.89%	2.56%	64.03%	54.10%
Proficient LEAP 8 th grade Math	26.73%	25.64%	63.72%	55.86%
Proficient GEE ELA	14.71%	7.14%	61.90%	62.21%
Proficient GEE Math	25.69%	28.57%	67.40%	72.86%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	99.83%	99.8%	100.00%		99.9%	99.83%
5 th grade	99.6%	100.00%		99.9%	99.80%	99.6%	100.00%		99.9%	99.80%
6 th grade	99.2%	100.00%		99.8%	99.82%	99.3%	100.00%		99.8%	99.82%
7 th grade	99.4%	98.73%		99.7%	99.44%	99.5%	98.73%		99.7%	99.81%
8 th grade	99.1%	100.00%		99.7%	99.82%	99.2%	100.00%		99.7%	99.82%
10 th grade	97.8%	100.00%		99.1%	99.58%	98.1%	97.96%		99.1%	99.58%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	58.11%	53.50%	65.6%	76.98%	38.5%	41.89%	57.90%	67.6%	72.74%
4 th grade	41.1%	50.00%		70.9%	70.94%	35.7%	40.63%		74.4%	69.91%
5 th grade	40.4%	42.65%		67.0%	62.11%	33.0%	36.76%		68.2%	56.36%
6 th grade	30.5%	44.44%		64.3%	59.41%	26.7%	29.63%		66.0%	57.93%
7 th grade	25.8%	18.99%		58.6%	45.37%	25.5%	16.46%		64.8%	55.19%
8 th grade	24.3%	22.03%		60.4%	52.91%	20.3%	8.47%		61.2%	52.20%
10 th grade	25.4%	25.53%		66.7%	72.56%	20.1%	8.16%		61.3%	61.95%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	12.76%		8.97%	13.44%
Suspensions Out-of-School	13.84%	15.15%		10.26%	12.32%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	0	0.00%	No

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	71.95%	60.22%
Inside Regular Class 40-79% of day	20.63%	15.27%	
Inside Regular Class less than 40% of day	15.28%	11.31%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.47%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.47%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	79.59%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.68%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.68%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	4.76%
Service Provider Location	6.70%	14.29%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	74.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	2.18%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	58.33%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: St. Mary Parish
Total Public Population: 9,666

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	15.50%		
Gifted/Talented Students ^a	3.40%	3.83%		
Regular Education Students ^a	84.03%	80.67%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	16.78%	19.00%	
GED/Skills Options	10.34%	14.69%		
Certificate of Achievement	6.92%	4.90%		
Dropped Out	29.88%	33.57%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.65%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	8.11%		
Participated in On-Level Assessment (grades 3-11)	78.66%	85.24%	99.82%	99.96%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.83%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	31.00%	76.16%	80.07%
Proficient LEAP 4 th grade Math	44.87%	44.00%	72.90%	76.51%
Proficient LEAP 8 th grade ELA	16.89%	25.45%	64.03%	62.30%
Proficient LEAP 8 th grade Math	26.73%	34.55%	63.72%	60.80%
Proficient GEE ELA	14.71%	18.18%	61.90%	68.08%
Proficient GEE Math	25.69%	46.88%	67.40%	80.92%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	99.62%	99.6%	100.00%		99.9%	99.62%
6 th grade	99.2%	98.33%		99.8%	100.00%	99.3%	98.33%		99.8%	99.82%
7 th grade	99.4%	100.00%		99.7%	99.85%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	99.84%
10 th grade	97.8%	97.83%		99.1%	99.47%	98.1%	100.00%		99.1%	99.47%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	51.89%	53.50%	65.6%	72.32%	38.5%	48.11%	57.90%	67.6%	71.48%
4 th grade	41.1%	42.86%		70.9%	73.49%	35.7%	33.52%		74.4%	77.11%
5 th grade	40.4%	31.03%		67.0%	69.75%	33.0%	27.59%		68.2%	67.11%
6 th grade	30.5%	21.67%		64.3%	67.61%	26.7%	15.83%		66.0%	58.76%
7 th grade	25.8%	22.45%		58.6%	54.88%	25.5%	17.69%		64.8%	59.91%
8 th grade	24.3%	35.21%		60.4%	58.20%	20.3%	26.76%		61.2%	60.16%
10 th grade	25.4%	36.96%		66.7%	80.49%	20.1%	17.02%		61.3%	67.72%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	9.65%	8.97%	6.98%
Suspensions Out-of-School	13.84%	2.66%	10.26%	1.75%
Expulsions In-School	0.10%	0.00%	0.11%	0.01%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	1	0.07%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	55.27%	60.22%
Inside Regular Class 40-79% of day	20.63%	30.16%	
Inside Regular Class less than 40% of day	15.28%	13.37%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.19%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.19%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	56.74%
In the Regular Early Childhood Program 40-79% of time	4.23%	2.84%
In the Regular Early Childhood Program less than 40% of time	8.72%	2.13%
Attending a Special Education Program – Separate Class	11.91%	22.70%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	1.42%
Service Provider Location	6.70%	14.18%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	33.02%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	71.43%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	93.93%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.22%	
Students Ages 3-21 Received ESY Services	88.27%	97.96%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	75.00%	
Ages 6 to 21	73.09%	88.75%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" then select a district under "Subgroup Component Report (AYP)."
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 - 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in the 2008-09 Performance Profile.**
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11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
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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.

PERFORMANCE PROFILE

School System: St. Tammany Parish
Total Public Population: 35,468

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	15.37%		
Gifted/Talented Students ^a	3.40%	8.32%		
Regular Education Students ^a	84.03%	76.31%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	32.14%	19.00%	
GED/Skills Options	10.34%	6.34%		
Certificate of Achievement	6.92%	3.17%		
Dropped Out	29.88%	25.58%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.85%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	7.51%		
Participated in On-Level Assessment (grades 3-11)	78.66%	85.41%	99.82%	99.88%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	99.15%	99.87%	99.82%
Participated in On-Level Assessment – 8 th grade Math	99.67%	99.15%	99.87%	99.82%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.73%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.63%
Proficient LEAP 4 th grade ELA	39.52%	54.77%	76.16%	87.61%
Proficient LEAP 4 th grade Math	44.87%	61.14%	72.90%	86.73%
Proficient LEAP 8 th grade ELA	16.89%	32.33%	64.03%	78.59%
Proficient LEAP 8 th grade Math	26.73%	48.28%	63.72%	79.15%
Proficient GEE ELA	14.71%	27.96%	61.90%	75.49%
Proficient GEE Math	25.69%	32.23%	67.40%	79.26%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	99.30%	98.70%	99.9%	100.00%	99.7%	99.30%	97.75%	99.9%	100.00%
4 th grade	99.8%	99.63%		99.9%	99.91%	99.8%	100.00%		99.9%	99.91%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	99.58%		99.8%	99.95%	99.3%	99.58%		99.8%	100.00%
7 th grade	99.4%	99.74%		99.7%	99.91%	99.5%	99.74%		99.7%	99.91%
8 th grade	99.1%	99.45%		99.7%	99.87%	99.2%	99.45%		99.7%	99.87%
10 th grade	97.8%	100.00%		99.1%	99.50%	98.1%	100.00%		99.1%	99.59%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	55.97%	53.50%	65.6%	84.46%	38.5%	51.52%	57.90%	67.6%	82.67%
4 th grade	41.1%	54.21%		70.9%	86.12%	35.7%	47.66%		74.4%	86.93%
5 th grade	40.4%	61.82%		67.0%	82.08%	33.0%	49.09%		68.2%	80.65%
6 th grade	30.5%	39.75%		64.3%	78.87%	26.7%	39.32%		66.0%	81.56%
7 th grade	25.8%	35.96%		58.6%	71.57%	25.5%	36.22%		64.8%	78.95%
8 th grade	24.3%	42.11%		60.4%	77.91%	20.3%	35.18%		61.2%	77.64%
10 th grade	25.4%	33.62%		66.7%	78.86%	20.1%	31.49%		61.3%	75.18%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	12.54%		8.97%	8.93%
Suspensions Out-of-School	13.84%	11.23%		10.26%	6.41%
Expulsions In-School	0.10%	0.01%		0.11%	0.01%
Expulsions Out-of-School	0.04%	0.09%		0.39%	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	22	0.41%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	46.39%	60.22%
Inside Regular Class 40-79% of day	20.63%	26.00%	
Inside Regular Class less than 40% of day	15.28%	25.87%	14.53%
Separate School	0.42%	1.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.73%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.74%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	47.10%
In the Regular Early Childhood Program 40-79% of time	4.23%	13.93%
In the Regular Early Childhood Program less than 40% of time	8.72%	12.52%
Attending a Special Education Program – Separate Class	11.91%	13.77%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.63%
Service Provider Location	6.70%	12.05%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	95.38%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	92.33%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.51%	
Students Ages 3-21 Received ESY Services	88.27%	94.15%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	85.42%	
Ages 6 to 21	73.09%	68.81%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Tangipahoa Parish
Total Public Population: 19,447

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	12.21%		
Gifted/Talented Students ^a	3.40%	1.66%		
Regular Education Students ^a	84.03%	86.13%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	15.16%	19.00%	
GED/Skills Options	10.34%	9.03%		
Certificate of Achievement	6.92%	10.83%		
Dropped Out	29.88%	43.32%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.40%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	24.23%		
Participated in On-Level Assessment (grades 3-11)	78.66%	69.17%	99.82%	99.92%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	98.94%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	98.94%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.91%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.91%
Proficient LEAP 4 th grade ELA	39.52%	33.33%	76.16%	68.65%
Proficient LEAP 4 th grade Math	44.87%	35.38%	72.90%	63.81%
Proficient LEAP 8 th grade ELA	16.89%	11.83%	64.03%	62.25%
Proficient LEAP 8 th grade Math	26.73%	30.11%	63.72%	58.41%
Proficient GEE ELA	14.71%	17.20%	61.90%	58.90%
Proficient GEE Math	25.69%	33.70%	67.40%	60.57%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.77%	99.7%	100.00%	97.75%	99.9%	99.69%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	99.82%	99.6%	99.40%		99.9%	99.82%
6 th grade	99.2%	99.43%		99.8%	99.84%	99.3%	100.00%		99.8%	99.76%
7 th grade	99.4%	99.52%		99.7%	99.84%	99.5%	100.00%		99.7%	99.84%
8 th grade	99.1%	100.00%		99.7%	99.93%	99.2%	100.00%		99.7%	99.93%
10 th grade	97.8%	97.81%		99.1%	99.49%	98.1%	97.83%		99.1%	99.32%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	34.39%	53.50%	65.6%	54.88%	38.5%	31.75%	57.90%	67.6%	60.97%
4 th grade	41.1%	30.71%		70.9%	61.88%	35.7%	33.46%		74.4%	67.37%
5 th grade	40.4%	29.34%		67.0%	59.59%	33.0%	22.16%		68.2%	63.98%
6 th grade	30.5%	28.98%		64.3%	56.82%	26.7%	26.70%		66.0%	64.97%
7 th grade	25.8%	21.15%		58.6%	50.78%	25.5%	24.04%		64.8%	64.79%
8 th grade	24.3%	22.93%		60.4%	54.03%	20.3%	17.79%		61.2%	58.61%
10 th grade	25.4%	27.01%		66.7%	60.26%	20.1%	18.84%		61.3%	58.50%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	15.73%	8.97%	14.95%
Suspensions Out-of-School	13.84%	20.85%	10.26%	16.26%
Expulsions In-School	0.10%	0.56%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.03%	0.39%	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	88	3.68%	Yes

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	62.82%	60.22%
Inside Regular Class 40-79% of day	20.63%	16.83%	
Inside Regular Class less than 40% of day	15.28%	18.23%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.94%	
Correctional Facilities	0.37%	0.18%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.94%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	68.75%
In the Regular Early Childhood Program 40-79% of time	4.23%	2.27%
In the Regular Early Childhood Program less than 40% of time	8.72%	3.98%
Attending a Special Education Program – Separate Class	11.91%	13.64%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	2.84%
Service Provider Location	6.70%	8.52%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	25.49%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	0.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	93.10%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.17%	
Students Ages 3-21 Received ESY Services	88.27%	80.26%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	94.44%	
Ages 6 to 21	73.09%	78.13%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Tensas Parish
Total Public Population: 756

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	19.18%		
Gifted/Talented Students ^a	3.40%	3.97%		
Regular Education Students ^a	84.03%	76.85%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	41.67%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	33.33%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	7.69%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	10.77%		
Participated in On-Level Assessment (grades 3-11)	78.66%	81.54%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	11.11%	76.16%	60.78%
Proficient LEAP 4 th grade Math	44.87%	55.56%	72.90%	54.90%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	40.91%
Proficient LEAP 8 th grade Math	26.73%	0.00%	63.72%	36.36%
Proficient GEE ELA	14.71%	25.00%	61.90%	35.56%
Proficient GEE Math	25.69%	0.00%	67.40%	38.64%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	92.31%	98.70%	99.9%	100.00%	99.7%	92.31%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	23.08%	53.50%	65.6%	44.64%	38.5%	30.77%	57.90%	67.6%	57.14%
4 th grade	41.1%	42.86%		70.9%	56.90%	35.7%	7.14%		74.4%	60.34%
5 th grade	40.4%	50.00%		67.0%	58.62%	33.0%	75.00%		68.2%	55.17%
6 th grade	30.5%	25.00%		64.3%	45.83%	26.7%	0.00%		66.0%	58.33%
7 th grade	25.8%	12.50%		58.6%	41.46%	25.5%	37.50%		64.8%	53.66%
8 th grade	24.3%	33.33%		60.4%	34.00%	20.3%	33.33%		61.2%	38.00%
10 th grade	25.4%	20.00%		66.7%	38.64%	20.1%	40.00%		61.3%	35.56%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	10.06%	8.97%	10.33%
Suspensions Out-of-School	13.84%	15.38%	10.26%	16.56%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.59%	0.39%	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	5	3.57%	Yes

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	88.89%	60.22%
Inside Regular Class 40-79% of day	20.63%	6.84%	
Inside Regular Class less than 40% of day	15.28%	4.27%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	82.61%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	8.70%
Attending a Special Education Program – Separate Class	11.91%	8.70%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	18.18%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	75.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	3.05%	
Students Ages 3-21 Received ESYP Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	55.56%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Terrebonne Parish
Total Public Population: 19,132

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	12.94%		
Gifted/Talented Students ^a	3.40%	4.14%		
Regular Education Students ^a	84.03%	82.92%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	15.69%	19.00%	
GED/Skills Options	10.34%	23.04%		
Certificate of Achievement	6.92%	1.96%		
Dropped Out	29.88%	34.80%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	7.64%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	10.41%		
Participated in On-Level Assessment (grades 3-11)	78.66%	81.70%	99.82%	99.80%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.75%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.66%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.90%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	99.81%
Proficient LEAP 4 th grade ELA	39.52%	28.82%	76.16%	78.52%
Proficient LEAP 4 th grade Math	44.87%	36.05%	72.90%	72.09%
Proficient LEAP 8 th grade ELA	16.89%	11.57%	64.03%	63.54%
Proficient LEAP 8 th grade Math	26.73%	10.74%	63.72%	57.58%
Proficient GEE ELA	14.71%	0.00%	61.90%	56.26%
Proficient GEE Math	25.69%	12.00%	67.40%	60.85%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.92%	99.7%	100.00%	97.75%	99.9%	99.92%
4 th grade	99.8%	99.64%		99.9%	99.85%	99.8%	99.64%		99.9%	99.85%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	98.99%		99.8%	99.92%	99.3%	99.00%		99.8%	99.92%
7 th grade	99.4%	99.11%		99.7%	99.76%	99.5%	98.21%		99.7%	99.52%
8 th grade	99.1%	100.00%		99.7%	99.55%	99.2%	100.00%		99.7%	99.63%
10 th grade	97.8%	100.00%		99.1%	99.81%	98.1%	100.00%		99.1%	99.90%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	37.44%	53.50%	65.6%	65.69%	38.5%	32.42%	57.90%	67.6%	73.09%
4 th grade	41.1%	34.16%		70.9%	69.77%	35.7%	29.18%		74.4%	76.52%
5 th grade	40.4%	37.27%		67.0%	67.20%	33.0%	41.82%		68.2%	68.88%
6 th grade	30.5%	27.64%		64.3%	60.42%	26.7%	22.50%		66.0%	67.26%
7 th grade	25.8%	18.75%		58.6%	56.20%	25.5%	16.07%		64.8%	64.71%
8 th grade	24.3%	16.50%		60.4%	52.19%	20.3%	16.50%		61.2%	59.55%
10 th grade	25.4%	21.43%		66.7%	60.67%	20.1%	15.49%		61.3%	56.15%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	2.03%	8.97%	1.18%
Suspensions Out-of-School	13.84%	19.86%	10.26%	14.68%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	1	0.04%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	62.29%	60.22%
Inside Regular Class 40-79% of day	20.63%	25.22%	
Inside Regular Class less than 40% of day	15.28%	10.27%	14.53%
Separate School	0.42%	1.39%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.69%	
Correctional Facilities	0.37%	0.14%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	2.08%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	47.49%
In the Regular Early Childhood Program 40-79% of time	4.23%	4.22%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.53%
Attending a Special Education Program – Separate Class	11.91%	26.12%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	7.39%
Service Provider Location	6.70%	14.25%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	99.60%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	100.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	82.22%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	4.39%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	84.00%	
Ages 6 to 21	73.09%	74.18%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Union Parish
Total Public Population: 2,862

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	13.42%		
Gifted/Talented Students ^a	3.40%	0.77%		
Regular Education Students ^a	84.03%	85.81%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	20.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	9.09%		
Dropped Out	29.88%	12.73%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	7.83%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	8.76%		
Participated in On-Level Assessment (grades 3-11)	78.66%	83.41%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	18.52%	76.16%	48.21%
Proficient LEAP 4 th grade Math	44.87%	18.52%	72.90%	55.15%
Proficient LEAP 8 th grade ELA	16.89%	15.00%	64.03%	64.38%
Proficient LEAP 8 th grade Math	26.73%	30.00%	63.72%	58.75%
Proficient GEE ELA	14.71%	8.33%	61.90%	47.46%
Proficient GEE Math	25.69%	16.67%	67.40%	56.50%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	99.47%
4 th grade	99.8%	97.30%		99.9%	100.00%	99.8%	97.30%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	93.33%		99.1%	99.44%	98.1%	93.33%		99.1%	99.44%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	25.00%	53.50%	65.6%	38.50%	38.5%	25.00%	57.90%	67.6%	48.13%
4 th grade	41.1%	24.32%		70.9%	53.36%	35.7%	21.62%		74.4%	47.09%
5 th grade	40.4%	25.00%		67.0%	63.16%	33.0%	0.00%		68.2%	59.40%
6 th grade	30.5%	11.11%		64.3%	47.59%	26.7%	13.89%		66.0%	57.22%
7 th grade	25.8%	13.95%		58.6%	48.33%	25.5%	18.60%		64.8%	57.22%
8 th grade	24.3%	25.00%		60.4%	55.93%	20.3%	12.50%		61.2%	62.15%
10 th grade	25.4%	20.00%		66.7%	56.18%	20.1%	13.33%		61.3%	47.19%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	13.99%		8.97%	10.20%
Suspensions Out-of-School	13.84%	24.01%		10.26%	17.73%
Expulsions In-School	0.10%	0.21%		0.11%	0.03%
Expulsions Out-of-School	0.04%	0.00%		0.39%	0.43%

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	1.49%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	75.68%	60.22%
Inside Regular Class 40-79% of day	20.63%	16.67%	
Inside Regular Class less than 40% of day	15.28%	5.46%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	2.19%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	2.19%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	86.49%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	5.41%
Attending a Special Education Program – Separate Class	11.91%	5.41%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	2.70%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	100.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	80.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	3.85%	
Students Ages 3-21 Received ESYP Services	88.27%	47.06%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	86.36%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Vermilion Parish
Total Public Population: 9,046

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	13.97%		
Gifted/Talented Students ^a	3.40%	1.15%		
Regular Education Students ^a	84.03%	84.88%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	19.85%	19.00%	
GED/Skills Options	10.34%	22.90%		
Certificate of Achievement	6.92%	3.05%		
Dropped Out	29.88%	16.79%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	4.11%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	8.39%		
Participated in On-Level Assessment (grades 3-11)	78.66%	87.50%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	37.29%	76.16%	81.28%
Proficient LEAP 4 th grade Math	44.87%	38.98%	72.90%	79.82%
Proficient LEAP 8 th grade ELA	16.89%	21.95%	64.03%	79.46%
Proficient LEAP 8 th grade Math	26.73%	34.15%	63.72%	77.39%
Proficient GEE ELA	14.71%	35.00%	61.90%	72.87%
Proficient GEE Math	25.69%	30.00%	67.40%	77.94%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	96.08%	98.70%	99.9%	100.00%	99.7%	96.08%	97.75%	99.9%	100.00%
4 th grade	99.8%	98.28%		99.9%	99.84%	99.8%	98.28%		99.9%	99.84%
5 th grade	99.6%	100.00%		99.9%	99.81%	99.6%	100.00%		99.9%	99.81%
6 th grade	99.2%	100.00%		99.8%	99.82%	99.3%	100.00%		99.8%	99.82%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	98.33%		99.7%	100.00%	99.2%	96.67%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	99.80%	98.1%	100.00%		99.1%	99.80%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	44.12%	53.50%	65.6%	76.99%	38.5%	41.18%	57.90%	67.6%	77.91%
4 th grade	41.1%	37.07%		70.9%	78.12%	35.7%	34.48%		74.4%	80.23%
5 th grade	40.4%	39.66%		67.0%	75.87%	33.0%	20.69%		68.2%	74.32%
6 th grade	30.5%	40.95%		64.3%	76.81%	26.7%	32.38%		66.0%	74.28%
7 th grade	25.8%	35.71%		58.6%	66.12%	25.5%	32.14%		64.8%	69.41%
8 th grade	24.3%	26.67%		60.4%	74.66%	20.3%	18.33%		61.2%	77.41%
10 th grade	25.4%	32.00%		66.7%	77.78%	20.1%	40.00%		61.3%	72.73%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	20.86%		8.97%	17.49%
Suspensions Out-of-School	13.84%	13.31%		10.26%	8.97%
Expulsions In-School	0.10%	0.00%		0.11%	0.23%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	0	0.00%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	88.31%	60.22%
Inside Regular Class 40-79% of day	20.63%	5.01%	
Inside Regular Class less than 40% of day	15.28%	5.29%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.39%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.39%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	65.26%
In the Regular Early Childhood Program 40-79% of time	4.23%	1.58%
In the Regular Early Childhood Program less than 40% of time	8.72%	5.79%
Attending a Special Education Program – Separate Class	11.91%	9.47%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	8.95%
Service Provider Location	6.70%	8.95%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	89.85%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	4.34%	
Students Ages 3-21 Received ESYP Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Vernon Parish
Total Public Population: 9,451

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	14.05%		
Gifted/Talented Students ^a	3.40%	3.76%		
Regular Education Students ^a	84.03%	82.19%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	33.33%	19.00%	
GED/Skills Options	10.34%	7.94%		
Certificate of Achievement	6.92%	6.35%		
Dropped Out	29.88%	4.76%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	5.13%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	5.56%		
Participated in On-Level Assessment (grades 3-11)	78.66%	89.32%	99.82%	99.98%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	60.98%	76.16%	85.30%
Proficient LEAP 4 th grade Math	44.87%	73.17%	72.90%	85.14%
Proficient LEAP 8 th grade ELA	16.89%	24.24%	64.03%	77.68%
Proficient LEAP 8 th grade Math	26.73%	31.82%	63.72%	72.93%
Proficient GEE ELA	14.71%	15.00%	61.90%	71.46%
Proficient GEE Math	25.69%	27.50%	67.40%	79.53%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.84%	99.7%	100.00%	97.75%	99.9%	99.84%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	99.48%	99.6%	100.00%		99.9%	99.48%
6 th grade	99.2%	99.00%		99.8%	100.00%	99.3%	99.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	99.83%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	65.71%	53.50%	65.6%	76.30%	38.5%	69.52%	57.90%	67.6%	81.99%
4 th grade	41.1%	70.59%		70.9%	83.89%	35.7%	51.26%		74.4%	84.35%
5 th grade	40.4%	53.85%		67.0%	80.38%	33.0%	46.15%		68.2%	83.30%
6 th grade	30.5%	52.00%		64.3%	84.80%	26.7%	45.00%		66.0%	86.18%
7 th grade	25.8%	30.23%		58.6%	75.00%	25.5%	32.56%		64.8%	82.53%
8 th grade	24.3%	29.89%		60.4%	72.14%	20.3%	25.29%		61.2%	76.92%
10 th grade	25.4%	31.82%		66.7%	79.53%	20.1%	18.18%		61.3%	71.46%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	6.69%		8.97%	5.65%
Suspensions Out-of-School	13.84%	9.49%		10.26%	7.44%
Expulsions In-School	0.10%	0.06%		0.11%	0.01%
Expulsions Out-of-School	0.04%	0.00%		0.39%	0.03%

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	0.54%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	71.58%	60.22%
Inside Regular Class 40-79% of day	20.63%	23.25%	
Inside Regular Class less than 40% of day	15.28%	5.00%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.18%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.18%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	91.72%
In the Regular Early Childhood Program 40-79% of time	4.23%	1.38%
In the Regular Early Childhood Program less than 40% of time	8.72%	3.45%
Attending a Special Education Program – Separate Class	11.91%	1.38%
Attending a Special Education Program – Separate School	0.19%	1.38%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.69%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	99.73%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	91.37%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	5.33%	
Students Ages 3-21 Received ESYP Services	88.27%	73.33%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	45.71%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Washington Parish
Total Public Population: 5,323

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	15.46%		
Gifted/Talented Students ^a	3.40%	3.63%		
Regular Education Students ^a	84.03%	80.91%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	17.65%	19.00%	
GED/Skills Options	10.34%	1.96%		
Certificate of Achievement	6.92%	7.84%		
Dropped Out	29.88%	17.65%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.59%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	2.13%		
Participated in On-Level Assessment (grades 3-11)	78.66%	88.27%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	23.53%	76.16%	71.18%
Proficient LEAP 4 th grade Math	44.87%	41.18%	72.90%	78.39%
Proficient LEAP 8 th grade ELA	16.89%	32.56%	64.03%	70.10%
Proficient LEAP 8 th grade Math	26.73%	34.09%	63.72%	63.34%
Proficient GEE ELA	14.71%	4.00%	61.90%	56.25%
Proficient GEE Math	25.69%	20.00%	67.40%	61.41%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	41.79%	53.50%	65.6%	68.37%	38.5%	37.31%	57.90%	67.6%	60.54%
4 th grade	41.1%	40.78%		70.9%	78.99%	35.7%	25.24%		74.4%	71.81%
5 th grade	40.4%	55.17%		67.0%	68.35%	33.0%	41.38%		68.2%	64.98%
6 th grade	30.5%	25.81%		64.3%	61.13%	26.7%	24.73%		66.0%	63.64%
7 th grade	25.8%	19.40%		58.6%	57.51%	25.5%	22.39%		64.8%	69.94%
8 th grade	24.3%	40.00%		60.4%	60.30%	20.3%	38.18%		61.2%	66.67%
10 th grade	25.4%	28.57%		66.7%	61.41%	20.1%	14.29%		61.3%	56.25%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	12.27%		8.97%	10.11%
Suspensions Out-of-School	13.84%	2.01%		10.26%	1.27%
Expulsions In-School	0.10%	0.50%		0.11%	0.12%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	62.05%	60.22%
Inside Regular Class 40-79% of day	20.63%	22.99%	
Inside Regular Class less than 40% of day	15.28%	14.27%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.69%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.69%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	67.05%
In the Regular Early Childhood Program 40-79% of time	4.23%	5.68%
In the Regular Early Childhood Program less than 40% of time	8.72%	1.14%
Attending a Special Education Program – Separate Class	11.91%	26.14%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	60.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.65%	
Students Ages 3-21 Received ESY Services	88.27%	90.32%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	72.22%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Webster Parish
Total Public Population: 7,242

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	13.16%		
Gifted/Talented Students ^a	3.40%	2.29%		
Regular Education Students ^a	84.03%	84.55%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	24.32%	19.00%	
GED/Skills Options	10.34%	10.81%		
Certificate of Achievement	6.92%	12.16%		
Dropped Out	29.88%	12.16%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	4.20%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	21.17%		
Participated in On-Level Assessment (grades 3-11)	78.66%	74.64%	99.82%	99.87%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	27.78%	76.16%	66.67%
Proficient LEAP 4 th grade Math	44.87%	40.74%	72.90%	59.49%
Proficient LEAP 8 th grade ELA	16.89%	5.26%	64.03%	57.24%
Proficient LEAP 8 th grade Math	26.73%	21.05%	63.72%	57.24%
Proficient GEE ELA	14.71%	8.11%	61.90%	55.06%
Proficient GEE Math	25.69%	10.81%	67.40%	62.85%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	98.82%		99.7%	100.00%	99.5%	98.82%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	99.80%	99.2%	100.00%		99.7%	99.80%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	22.08%	53.50%	65.6%	57.96%	38.5%	20.78%	57.90%	67.6%	60.62%
4 th grade	41.1%	32.67%		70.9%	58.46%	35.7%	25.74%		74.4%	66.17%
5 th grade	40.4%	31.37%		67.0%	63.98%	33.0%	49.02%		68.2%	58.39%
6 th grade	30.5%	22.73%		64.3%	61.00%	26.7%	20.45%		66.0%	67.60%
7 th grade	25.8%	20.00%		58.6%	51.65%	25.5%	18.82%		64.8%	59.88%
8 th grade	24.3%	21.43%		60.4%	52.85%	20.3%	12.86%		61.2%	54.03%
10 th grade	25.4%	11.63%		66.7%	62.85%	20.1%	16.28%		61.3%	55.06%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	8.92%		8.97%	7.53%
Suspensions Out-of-School	13.84%	10.93%		10.26%	8.12%
Expulsions In-School	0.10%	0.00%		0.11%	0.01%
Expulsions Out-of-School	0.04%	0.00%		0.39%	0.03%

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	0.11%	No

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	78.83%	60.22%
Inside Regular Class 40-79% of day	20.63%	17.31%	
Inside Regular Class less than 40% of day	15.28%	2.57%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.29%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.29%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	63.44%
In the Regular Early Childhood Program 40-79% of time	4.23%	1.08%
In the Regular Early Childhood Program less than 40% of time	8.72%	5.38%
Attending a Special Education Program – Separate Class	11.91%	25.81%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	2.15%
Service Provider Location	6.70%	2.15%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	85.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	81.81%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	3.98%	
Students Ages 3-21 Received ESYP Services	88.27%	80.95%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	94.83%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: West Baton Rouge Parish
Total Public Population: 3,592

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	11.28%		
Gifted/Talented Students ^a	3.40%	3.26%		
Regular Education Students ^a	84.03%	85.47%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	19.35%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	6.45%		
Dropped Out	29.88%	51.61%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.39%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	8.45%		
Participated in On-Level Assessment (grades 3-11)	78.66%	82.16%	99.82%	99.84%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	46.43%	76.16%	84.96%
Proficient LEAP 4 th grade Math	44.87%	53.57%	72.90%	72.57%
Proficient LEAP 8 th grade ELA	16.89%	13.64%	64.03%	63.29%
Proficient LEAP 8 th grade Math	26.73%	31.82%	63.72%	57.00%
Proficient GEE ELA	14.71%	33.33%	61.90%	70.04%
Proficient GEE Math	25.69%	33.33%	67.40%	76.55%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	99.43%	99.6%	100.00%		99.9%	99.43%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	97.14%		99.7%	100.00%	99.5%	97.14%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	42.86%	53.50%	65.6%	60.55%	38.5%	32.14%	57.90%	67.6%	64.45%
4 th grade	41.1%	45.83%		70.9%	72.55%	35.7%	41.67%		74.4%	84.31%
5 th grade	40.4%	39.29%		67.0%	66.29%	33.0%	32.14%		68.2%	68.00%
6 th grade	30.5%	23.33%		64.3%	57.37%	26.7%	20.00%		66.0%	66.14%
7 th grade	25.8%	20.00%		58.6%	55.82%	25.5%	14.29%		64.8%	68.67%
8 th grade	24.3%	36.11%		60.4%	57.27%	20.3%	27.78%		61.2%	62.73%
10 th grade	25.4%	26.67%		66.7%	76.21%	20.1%	40.00%		61.3%	69.74%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	18.76%		8.97%	15.26%
Suspensions Out-of-School	13.84%	3.48%		10.26%	1.18%
Expulsions In-School	0.10%	0.77%		0.11%	0.74%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	0	0.00%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	60.70%	60.22%
Inside Regular Class 40-79% of day	20.63%	29.81%	
Inside Regular Class less than 40% of day	15.28%	8.40%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.08%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.08%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	70.83%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	8.33%
Attending a Special Education Program – Separate Class	11.91%	10.42%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	10.42%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	35.71%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	85.71%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	1.56%	
Students Ages 3-21 Received ESY Services	88.27%	85.71%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	82.35%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: West Carroll Parish
Total Public Population: 2,303

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	12.11%		
Gifted/Talented Students ^a	3.40%	1.17%		
Regular Education Students ^a	84.03%	86.71%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	23.53%	19.00%	
GED/Skills Options	10.34%	17.65%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	7.44%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	18.18%		
Participated in On-Level Assessment (grades 3-11)	78.66%	74.38%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	33.33%	76.16%	75.84%
Proficient LEAP 4 th grade Math	44.87%	33.33%	72.90%	68.46%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	64.84%
Proficient LEAP 8 th grade Math	26.73%	20.00%	63.72%	63.28%
Proficient GEE ELA	14.71%	0.00%	61.90%	67.13%
Proficient GEE Math	25.69%	0.00%	67.40%	72.03%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA					
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%	
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%	
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%	
6 th grade	99.2%	95.45%		99.8%	100.00%	99.3%	95.45%		99.8%	100.00%	
7 th grade	99.4%	100.00%		99.7%	99.41%	99.5%	100.00%		99.7%	99.41%	
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%	
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%	
Proficiency rate (all assessment types)											
3 rd grade	41.3%	51.85%	53.50%	65.6%	64.47%	38.5%	40.74%	57.90%	67.6%	68.42%	
4 th grade	41.1%	38.10%		70.9%	64.02%	35.7%	33.33%		74.4%	73.78%	
5 th grade	40.4%	37.50%		67.0%	68.12%	33.0%	12.50%		68.2%	63.04%	
6 th grade	30.5%	45.45%		64.3%	71.25%	26.7%	27.27%		66.0%	79.38%	
7 th grade	25.8%	23.08%		58.6%	69.82%	25.5%	30.77%		64.8%	74.56%	
8 th grade	24.3%	20.00%		60.4%	64.54%	20.3%	0.00%		61.2%	63.12%	
10 th grade	25.4%	0.00%		66.7%	72.03%	20.1%	0.00%		61.3%	67.13%	

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.88%	8.97%	0.57%
Suspensions Out-of-School	13.84%	7.96%	10.26%	7.96%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.29%	0.39%	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	2	0.71%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	60.71%	60.22%
Inside Regular Class 40-79% of day	20.63%	25.00%	
Inside Regular Class less than 40% of day	15.28%	12.95%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.34%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.34%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	91.23%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	8.77%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	100.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	2.40%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	76.92%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: West Feliciana Parish
Total Public Population: 2,372

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	12.02%		
Gifted/Talented Students ^a	3.40%	5.52%		
Regular Education Students ^a	84.03%	82.46%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	16.67%	19.00%	
GED/Skills Options	10.34%	54.17%		
Certificate of Achievement	6.92%	4.17%		
Dropped Out	29.88%	4.17%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.62%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	5.13%		
Participated in On-Level Assessment (grades 3-11)	78.66%	85.26%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	57.14%	76.16%	87.68%
Proficient LEAP 4 th grade Math	44.87%	57.14%	72.90%	86.96%
Proficient LEAP 8 th grade ELA	16.89%	28.57%	64.03%	73.24%
Proficient LEAP 8 th grade Math	26.73%	21.43%	63.72%	74.65%
Proficient GEE ELA	14.71%	57.14%	61.90%	76.12%
Proficient GEE Math	25.69%	57.14%	67.40%	82.84%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	55.17%	53.50%	65.6%	69.81%	38.5%	72.41%	57.90%	67.6%	83.02%
4 th grade	41.1%	56.00%		70.9%	86.30%	35.7%	52.00%		74.4%	86.99%
5 th grade	40.4%	80.00%		67.0%	77.34%	33.0%	20.00%		68.2%	78.91%
6 th grade	30.5%	42.86%		64.3%	79.73%	26.7%	35.71%		66.0%	81.76%
7 th grade	25.8%	40.91%		58.6%	81.76%	25.5%	31.82%		64.8%	73.58%
8 th grade	24.3%	30.00%		60.4%	73.61%	20.3%	35.00%		61.2%	72.22%
10 th grade	25.4%	57.14%		66.7%	82.84%	20.1%	57.14%		61.3%	76.12%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	12.36%		8.97%	8.42%
Suspensions Out-of-School	13.84%	7.97%		10.26%	6.61%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	90.87%	60.22%
Inside Regular Class 40-79% of day	20.63%	4.18%	
Inside Regular Class less than 40% of day	15.28%	4.18%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.76%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.76%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	95.65%
In the Regular Early Childhood Program 40-79% of time	4.23%	2.17%
In the Regular Early Childhood Program less than 40% of time	8.72%	2.17%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	80.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	1.51%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	20.00%	
Ages 6 to 21	73.09%	78.72%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Winn Parish
Total Public Population: 2,659

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	12.11%		
Gifted/Talented Students ^a	3.40%	3.54%		
Regular Education Students ^a	84.03%	84.36%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	12.50%	19.00%	
GED/Skills Options	10.34%	25.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	6.25%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.34%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	17.03%		
Participated in On-Level Assessment (grades 3-11)	78.66%	73.63%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	33.33%	76.16%	73.46%
Proficient LEAP 4 th grade Math	44.87%	44.44%	72.90%	72.84%
Proficient LEAP 8 th grade ELA	16.89%	14.29%	64.03%	70.66%
Proficient LEAP 8 th grade Math	26.73%	42.86%	63.72%	71.86%
Proficient GEE ELA	14.71%	42.86%	61.90%	64.54%
Proficient GEE Math	25.69%	71.43%	67.40%	69.72%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	34.29%	53.50%	65.6%	64.10%	38.5%	45.71%	57.90%	67.6%	78.97%
4 th grade	41.1%	44.12%		70.9%	73.03%	35.7%	38.24%		74.4%	73.60%
5 th grade	40.4%	37.50%		67.0%	63.80%	33.0%	41.67%		68.2%	66.26%
6 th grade	30.5%	38.10%		64.3%	71.35%	26.7%	33.33%		66.0%	86.98%
7 th grade	25.8%	30.00%		58.6%	71.52%	25.5%	33.33%		64.8%	78.15%
8 th grade	24.3%	40.00%		60.4%	68.65%	20.3%	33.33%		61.2%	68.11%
10 th grade	25.4%	66.67%		66.7%	69.72%	20.1%	44.44%		61.3%	64.54%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	7.55%		8.97%	10.16%
Suspensions Out-of-School	13.84%	2.08%		10.26%	2.62%
Expulsions In-School	0.10%	0.00%		0.11%	0.04%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	1	0.31%	No

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	89.78%	60.22%
Inside Regular Class 40-79% of day	20.63%	5.47%	
Inside Regular Class less than 40% of day	15.28%	4.01%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.73%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.73%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	88.89%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	11.11%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	66.66%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	1.72%	
Students Ages 3-21 Received ESY Services	88.27%	83.33%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	94.44%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: City of Monroe School District
Total Public Population: 8,898

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	14.46%		
Gifted/Talented Students ^a	3.40%	6.41%		
Regular Education Students ^a	84.03%	79.13%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	9.80%	19.00%	
GED/Skills Options	10.34%	0.65%		
Certificate of Achievement	6.92%	20.26%		
Dropped Out	29.88%	42.48%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	8.76%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	33.86%		
Participated in On-Level Assessment (grades 3-11)	78.66%	57.25%	99.82%	99.91%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	99.82%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	99.82%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	47.06%	76.16%	82.19%
Proficient LEAP 4 th grade Math	44.87%	58.82%	72.90%	77.52%
Proficient LEAP 8 th grade ELA	16.89%	23.40%	64.03%	50.94%
Proficient LEAP 8 th grade Math	26.73%	31.25%	63.72%	50.56%
Proficient GEE ELA	14.71%	5.26%	61.90%	57.18%
Proficient GEE Math	25.69%	26.32%	67.40%	65.44%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	99.07%	98.70%	99.9%	99.83%	99.7%	99.07%	97.75%	99.9%	99.83%
4 th grade	99.8%	100.00%		99.9%	99.83%	99.8%	100.00%		99.9%	99.83%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	99.80%	99.3%	100.00%		99.8%	99.80%
7 th grade	99.4%	100.00%		99.7%	99.83%	99.5%	100.00%		99.7%	99.83%
8 th grade	99.1%	99.28%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	96.00%		99.1%	99.32%	98.1%	98.00%		99.1%	98.86%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	50.47%	53.50%	65.6%	66.61%	38.5%	38.32%	57.90%	67.6%	68.81%
4 th grade	41.1%	48.06%		70.9%	76.55%	35.7%	40.31%		74.4%	81.21%
5 th grade	40.4%	50.00%		67.0%	61.57%	33.0%	38.57%		68.2%	70.11%
6 th grade	30.5%	36.19%		64.3%	67.34%	26.7%	31.43%		66.0%	70.77%
7 th grade	25.8%	40.68%		58.6%	50.87%	25.5%	33.90%		64.8%	56.82%
8 th grade	24.3%	20.29%		60.4%	48.31%	20.3%	21.74%		61.2%	48.31%
10 th grade	25.4%	18.00%		66.7%	64.84%	20.1%	24.00%		61.3%	56.39%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	2.50%	8.97%	1.14%
Suspensions Out-of-School	13.84%	19.32%	10.26%	11.53%
Expulsions In-School	0.10%	0.00%	0.11%	0.01%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	13	1.00%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	84.24%	60.22%
Inside Regular Class 40-79% of day	20.63%	8.89%	
Inside Regular Class less than 40% of day	15.28%	5.78%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	1.09%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	1.09%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	61.95%
In the Regular Early Childhood Program 40-79% of time	4.23%	5.31%
In the Regular Early Childhood Program less than 40% of time	8.72%	6.19%
Attending a Special Education Program – Separate Class	11.91%	5.31%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	17.70%
Service Provider Location	6.70%	3.54%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	28.28%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	99.36%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	100.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	79.41%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	1.80%	
Students Ages 3-21 Received ESY Services	88.27%	80.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	90.91%	
Ages 6 to 21	73.09%	94.79%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: City of Bogalusa School District
Total Public Population: 2,278

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	21.55%		
Gifted/Talented Students ^a	3.40%	3.82%		
Regular Education Students ^a	84.03%	74.63%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	11.90%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	14.29%		
Dropped Out	29.88%	38.10%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.16%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	5.80%		
Participated in On-Level Assessment (grades 3-11)	78.66%	88.04%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	25.00%	76.16%	61.54%
Proficient LEAP 4 th grade Math	44.87%	22.22%	72.90%	54.96%
Proficient LEAP 8 th grade ELA	16.89%	7.41%	64.03%	53.47%
Proficient LEAP 8 th grade Math	26.73%	7.41%	63.72%	46.53%
Proficient GEE ELA	14.71%	6.25%	61.90%	52.38%
Proficient GEE Math	25.69%	23.53%	67.40%	44.53%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	99.24%	99.3%	100.00%		99.8%	99.24%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	53.66%	53.50%	65.6%	58.91%	38.5%	60.98%	57.90%	67.6%	73.64%
4 th grade	41.1%	27.69%		70.9%	54.84%	35.7%	30.77%		74.4%	61.29%
5 th grade	40.4%	15.56%		67.0%	47.57%	33.0%	31.11%		68.2%	56.31%
6 th grade	30.5%	34.88%		64.3%	53.03%	26.7%	32.56%		66.0%	67.42%
7 th grade	25.8%	3.45%		58.6%	40.00%	25.5%	20.69%		64.8%	64.55%
8 th grade	24.3%	10.00%		60.4%	44.76%	20.3%	6.67%		61.2%	52.38%
10 th grade	25.4%	20.00%		66.7%	44.53%	20.1%	5.26%		61.3%	52.38%

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	18.43%		8.97%	11.85%
Suspensions Out-of-School	13.84%	2.40%		10.26%	1.16%
Expulsions In-School	0.10%	0.16%		0.11%	0.37%
Expulsions Out-of-School	0.04%	0.16%		0.39%	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	4	0.82%	No

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	58.95%	60.22%
Inside Regular Class 40-79% of day	20.63%	15.28%	
Inside Regular Class less than 40% of day	15.28%	25.76%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	90.32%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	9.68%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	78.57%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	1.15%	
Students Ages 3-21 Received ESY Services	88.27%	50.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	90.32%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Zachary Community School District
Total Public Population: 4,241

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	11.37%		
Gifted/Talented Students ^a	3.40%	5.00%		
Regular Education Students ^a	84.03%	83.64%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	16.13%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	29.03%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	4.98%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	13.41%		
Participated in On-Level Assessment (grades 3-11)	78.66%	81.61%	99.82%	99.96%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	67.57%	76.16%	91.82%
Proficient LEAP 4 th grade Math	44.87%	62.16%	72.90%	86.25%
Proficient LEAP 8 th grade ELA	16.89%	11.11%	64.03%	86.59%
Proficient LEAP 8 th grade Math	26.73%	22.22%	63.72%	82.97%
Proficient GEE ELA	14.71%	7.69%	61.90%	75.43%
Proficient GEE Math	25.69%	30.77%	67.40%	80.62%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.63%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	99.67%	99.3%	100.00%		99.8%	99.67%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	99.66%	98.1%	100.00%		99.1%	99.66%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	40.43%	53.50%	65.6%	78.73%	38.5%	59.57%	57.90%	67.6%	92.16%
4 th grade	41.1%	57.45%		70.9%	86.23%	35.7%	59.57%		74.4%	91.30%
5 th grade	40.4%	62.50%		67.0%	78.69%	33.0%	37.50%		68.2%	85.91%
6 th grade	30.5%	46.94%		64.3%	84.36%	26.7%	60.00%		66.0%	87.95%
7 th grade	25.8%	29.17%		58.6%	75.48%	25.5%	33.33%		64.8%	84.39%
8 th grade	24.3%	20.00%		60.4%	81.05%	20.3%	13.33%		61.2%	84.56%
10 th grade	25.4%	14.81%		66.7%	80.34%	20.1%	11.11%		61.3%	75.17%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	11.04%		8.97%	8.50%
Suspensions Out-of-School	13.84%	2.71%		10.26%	0.54%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	0	0.00%	No

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	64.00%	60.22%
Inside Regular Class 40-79% of day	20.63%	19.53%	
Inside Regular Class less than 40% of day	15.28%	15.76%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.71%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.71%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	78.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	16.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	4.00%
Service Provider Location	6.70%	2.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	76.92%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	1.79%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: City of Baker School District
Total Public Population: 1,945

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	11.98%		
Gifted/Talented Students ^a	3.40%	0.26%		
Regular Education Students ^a	84.03%	87.76%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	8.70%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	26.09%		
Dropped Out	29.88%	47.83%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.92%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	36.92%		
Participated in On-Level Assessment (grades 3-11)	78.66%	56.15%	99.82%	99.51%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	95.05%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	98.04%
Proficient LEAP 4 th grade ELA	39.52%	28.57%	76.16%	41.07%
Proficient LEAP 4 th grade Math	44.87%	21.43%	72.90%	31.86%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	44.88%
Proficient LEAP 8 th grade Math	26.73%	0.00%	63.72%	40.94%
Proficient GEE ELA	14.71%	0.00%	61.90%	43.75%
Proficient GEE Math	25.69%	50.00%	67.40%	54.00%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	99.25%	99.5%	100.00%		99.7%	99.25%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	99.01%	98.1%	100.00%		99.1%	96.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	12.50%	53.50%	65.6%	58.77%	38.5%	12.50%	57.90%	67.6%	70.18%
4 th grade	41.1%	12.90%		70.9%	33.10%	35.7%	19.35%		74.4%	44.14%
5 th grade	40.4%	18.75%		67.0%	40.70%	33.0%	18.75%		68.2%	53.49%
6 th grade	30.5%	26.92%		64.3%	29.53%	26.7%	23.08%		66.0%	43.62%
7 th grade	25.8%	15.00%		58.6%	28.36%	25.5%	30.00%		64.8%	43.28%
8 th grade	24.3%	5.00%		60.4%	36.88%	20.3%	20.00%		61.2%	43.97%
10 th grade	25.4%	12.50%		66.7%	53.47%	20.1%	0.00%		61.3%	42.00%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	21.62%		8.97%	16.00%
Suspensions Out-of-School	13.84%	4.39%		10.26%	2.72%
Expulsions In-School	0.10%	0.00%		0.11%	0.17%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	52.20%	60.22%
Inside Regular Class 40-79% of day	20.63%	33.17%	
Inside Regular Class less than 40% of day	15.28%	13.66%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.98%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.98%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	61.54%
In the Regular Early Childhood Program 40-79% of time	4.23%	15.38%
In the Regular Early Childhood Program less than 40% of time	8.72%	15.38%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	7.69%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	19.23%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	80.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.00%	
Students Ages 3-21 Received ESY Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	0.00%	
Ages 6 to 21	73.09%	66.67%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Central Community School District
Total Public Population: 3,150

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	6.73%		
Gifted/Talented Students ^a	3.40%	1.05%		
Regular Education Students ^a	84.03%	92.22%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	14.29%	19.00%	
GED/Skills Options	10.34%	14.29%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	14.29%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.40%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	9.40%		
Participated in On-Level Assessment (grades 3-11)	78.66%	81.20%	99.82%	99.59%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	23.08%	76.16%	86.22%
Proficient LEAP 4 th grade Math	44.87%	38.46%	72.90%	81.63%
Proficient LEAP 8 th grade ELA	16.89%	40.00%	64.03%	64.95%
Proficient LEAP 8 th grade Math	26.73%	40.00%	63.72%	66.15%
Proficient GEE ELA	14.71%	60.00%	61.90%	80.15%
Proficient GEE Math	25.69%	80.00%	67.40%	87.83%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	99.49%	99.3%	100.00%		99.8%	99.49%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	99.53%	99.2%	100.00%		99.7%	99.53%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	99.62%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	47.06%	53.50%	65.6%	70.11%	38.5%	52.94%	57.90%	67.6%	77.72%
4 th grade	41.1%	52.38%		70.9%	80.86%	35.7%	28.57%		74.4%	85.17%
5 th grade	40.4%	36.36%		67.0%	71.79%	33.0%	36.36%		68.2%	74.36%
6 th grade	30.5%	44.44%		64.3%	60.10%	26.7%	16.67%		66.0%	61.11%
7 th grade	25.8%	26.32%		58.6%	67.80%	25.5%	31.58%		64.8%	68.51%
8 th grade	24.3%	12.50%		60.4%	63.38%	20.3%	18.75%		61.2%	63.38%
10 th grade	25.4%	80.00%		66.7%	87.83%	20.1%	60.00%		61.3%	79.85%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	5.98%	8.97%	12.79%
Suspensions Out-of-School	13.84%	18.73%	10.26%	14.25%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	4	2.12%	Yes

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	56.82%	60.22%
Inside Regular Class 40-79% of day	20.63%	19.32%	
Inside Regular Class less than 40% of day	15.28%	23.30%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.57%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.57%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	100.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	96.67%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	100.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	n/a	
Students Ages 3-21 Received ESYP Services	88.27%	66.67%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Special School District
Total Public Population: 675

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	61.93%		
Gifted/Talented Students ^a	3.40%	0.15%		
Regular Education Students ^a	84.03%	37.93%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	85.14%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	18.18%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	38.64%		
Participated in On-Level Assessment (grades 3-11)	78.66%	43.18%	99.82%	97.14%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	0.00%	76.16%	75.00%
Proficient LEAP 4 th grade Math	44.87%	0.00%	72.90%	75.00%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	28.57%
Proficient LEAP 8 th grade Math	26.73%	0.00%	63.72%	7.14%
Proficient GEE ELA	14.71%	n/a	61.90%	50.00%
Proficient GEE Math	25.69%	n/a	67.40%	50.00%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	95.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	90.91%		99.7%	95.24%	99.2%	90.91%		99.7%	90.48%
10 th grade	97.8%	87.50%		99.1%	80.00%	98.1%	87.50%		99.1%	80.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	66.67%	53.50%	65.6%	50.00%	38.5%	50.00%	57.90%	67.6%	n/a
4 th grade	41.1%	0.00%		70.9%	80.00%	35.7%	0.00%		74.4%	60.00%
5 th grade	40.4%	14.29%		67.0%	n/a	33.0%	28.57%		68.2%	100.00%
6 th grade	30.5%	9.09%		64.3%	54.55%	26.7%	18.18%		66.0%	54.55%
7 th grade	25.8%	15.00%		58.6%	33.33%	25.5%	20.00%		64.8%	45.45%
8 th grade	24.3%	0.00%		60.4%	4.76%	20.3%	0.00%		61.2%	28.57%
10 th grade	25.4%	50.00%		66.7%	40.00%	20.1%	62.50%		61.3%	40.00%

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	0.00%
Suspensions Out-of-School	13.84%	0.00%	10.26%	0.00%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	2.44%	60.22%
Inside Regular Class 40-79% of day	20.63%	3.42%	
Inside Regular Class less than 40% of day	15.28%	2.93%	14.53%
Separate School	0.42%	2.44%	
Residential Facility	0.37%	15.16%	
Homebound/Hospital	0.96%	11.25%	
Correctional Facilities	0.37%	62.35%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	28.85%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	100.00%	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	100.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.51%	
Students Ages 3-21 Received ESY Services	88.27%	50.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	78.05%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: RSD - UNO - New Beginnings Schools Foundation
Total Public Population: 878

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	6.49%		
Gifted/Talented Students ^a	3.40%	0.80%		
Regular Education Students ^a	84.03%	92.71%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	9.52%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	21.43%		
Participated in On-Level Assessment (grades 3-11)	78.66%	69.05%	99.82%	99.65%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	14.29%	76.16%	60.00%
Proficient LEAP 4 th grade Math	44.87%	28.57%	72.90%	60.00%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	35.82%
Proficient LEAP 8 th grade Math	26.73%	33.33%	63.72%	44.78%
Proficient GEE ELA	14.71%	0.00%	61.90%	47.22%
Proficient GEE Math	25.69%	20.00%	67.40%	30.56%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	100.00%		99.1%	100.00%	98.1%	100.00%		99.1%	100.00%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	0.00%	53.50%	65.6%	31.08%	38.5%	0.00%	57.90%	67.6%	33.78%
4 th grade	41.1%	40.00%		70.9%	54.29%	35.7%	20.00%		74.4%	52.86%
5 th grade	40.4%	0.00%		67.0%	25.76%	33.0%	25.00%		68.2%	30.30%
6 th grade	30.5%	25.00%		64.3%	22.22%	26.7%	25.00%		66.0%	22.22%
7 th grade	25.8%	37.50%		58.6%	29.85%	25.5%	0.00%		64.8%	26.87%
8 th grade	24.3%	25.00%		60.4%	45.07%	20.3%	0.00%		61.2%	35.21%
10 th grade	25.4%	33.33%		66.7%	30.56%	20.1%	16.67%		61.3%	47.22%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	7.46%		8.97%	6.44%
Suspensions Out-of-School	13.84%	13.43%		10.26%	10.99%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	98.04%	60.22%
Inside Regular Class 40-79% of day	20.63%	1.96%	
Inside Regular Class less than 40% of day	15.28%	0.00%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	100.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	3.70%	
Students Ages 3-21 Received ESYP Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	85.71%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Louisiana School for the Deaf
Total Public Population: 218

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	100.00%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	0.00%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	41.67%	19.00%	
GED/Skills Options	10.34%	12.50%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	19.47%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	15.93%		
Participated in On-Level Assessment (grades 3-11)	78.66%	64.60%	99.82%	n/a
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	n/a
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	n/a
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	n/a
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	16.67%	76.16%	n/a
Proficient LEAP 4 th grade Math	44.87%	33.33%	72.90%	n/a
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	n/a
Proficient LEAP 8 th grade Math	26.73%	0.00%	63.72%	n/a
Proficient GEE ELA	14.71%	0.00%	61.90%	n/a
Proficient GEE Math	25.69%	0.00%	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	n/a	99.7%	100.00%	97.75%	99.9%	n/a
4 th grade	99.8%	100.00%		99.9%	n/a	99.8%	100.00%		99.9%	n/a
5 th grade	99.6%	100.00%		99.9%	n/a	99.6%	100.00%		99.9%	n/a
6 th grade	99.2%	100.00%		99.8%	n/a	99.3%	100.00%		99.8%	n/a
7 th grade	99.4%	100.00%		99.7%	n/a	99.5%	100.00%		99.7%	n/a
8 th grade	99.1%	100.00%		99.7%	n/a	99.2%	100.00%		99.7%	n/a
10 th grade	97.8%	93.33%		99.1%	n/a	98.1%	93.33%		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	0.00%	53.50%	65.6%	n/a	38.5%	0.00%	57.90%	67.6%	n/a
4 th grade	41.1%	18.18%		70.9%	n/a	35.7%	4.55%		74.4%	n/a
5 th grade	40.4%	25.00%		67.0%	n/a	33.0%	0.00%		68.2%	n/a
6 th grade	30.5%	17.39%		64.3%	n/a	26.7%	17.39%		66.0%	n/a
7 th grade	25.8%	14.29%		58.6%	n/a	25.5%	14.29%		64.8%	n/a
8 th grade	24.3%	5.56%		60.4%	n/a	20.3%	11.11%		61.2%	n/a
10 th grade	25.4%	13.33%		66.7%	n/a	20.1%	13.33%		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	0.00%		8.97%	0.00%
Suspensions Out-of-School	13.84%	9.21%		10.26%	0.00%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	0.00%	60.22%
Inside Regular Class 40-79% of day	20.63%	0.00%	
Inside Regular Class less than 40% of day	15.28%	2.08%	14.53%
Separate School	0.42%	97.92%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	97.92%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	57.89%
Attending a Special Education Program – Separate School	0.19%	42.11%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	100.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	33.18%	
Students Ages 3-21 Received ESY Services	88.27%	86.49%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	80.00%	
Ages 6 to 21	73.09%	80.43%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Louisiana School for the Visually Impaired
Total Public Population: 99

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	100.00%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	0.00%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	60.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	40.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	30.19%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	11.32%		
Participated in On-Level Assessment (grades 3-11)	78.66%	58.49%	99.82%	n/a
Participated in On-Level Assessment – 4 th grade ELA	99.98%	n/a	99.99%	n/a
Participated in On-Level Assessment – 4 th grade Math	99.98%	n/a	99.99%	n/a
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	n/a
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	100.00%	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	n/a	76.16%	n/a
Proficient LEAP 4 th grade Math	44.87%	n/a	72.90%	n/a
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	n/a
Proficient LEAP 8 th grade Math	26.73%	0.00%	63.72%	n/a
Proficient GEE ELA	14.71%	16.67%	61.90%	n/a
Proficient GEE Math	25.69%	20.00%	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	n/a	99.7%	100.00%	97.75%	99.9%	n/a
4 th grade	99.8%	100.00%		99.9%	n/a	99.8%	100.00%		99.9%	n/a
5 th grade	99.6%	100.00%		99.9%	n/a	99.6%	100.00%		99.9%	n/a
6 th grade	99.2%	100.00%		99.8%	n/a	99.3%	100.00%		99.8%	n/a
7 th grade	99.4%	100.00%		99.7%	n/a	99.5%	100.00%		99.7%	n/a
8 th grade	99.1%	100.00%		99.7%	n/a	99.2%	100.00%		99.7%	n/a
10 th grade	97.8%	90.00%		99.1%	n/a	98.1%	100.00%		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	40.00%	53.50%	65.6%	n/a	38.5%	40.00%	57.90%	67.6%	n/a
4 th grade	41.1%	0.00%		70.9%	n/a	35.7%	0.00%		74.4%	n/a
5 th grade	40.4%	16.67%		67.0%	n/a	33.0%	16.67%		68.2%	n/a
6 th grade	30.5%	14.29%		64.3%	n/a	26.7%	14.29%		66.0%	n/a
7 th grade	25.8%	14.29%		58.6%	n/a	25.5%	0.00%		64.8%	n/a
8 th grade	24.3%	25.00%		60.4%	n/a	20.3%	25.00%		61.2%	n/a
10 th grade	25.4%	20.00%		66.7%	n/a	20.1%	40.00%		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	0.00%		8.97%	0.00%
Suspensions Out-of-School	13.84%	0.00%		10.26%	0.00%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	1.14%	60.22%
Inside Regular Class 40-79% of day	20.63%	2.27%	
Inside Regular Class less than 40% of day	15.28%	1.14%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	92.05%	
Homebound/Hospital	0.96%	3.41%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	95.45%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	100.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	36.84%	41.00%
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		n/a	

	Special Ed.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	75.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	3.85%	
Students Ages 3-21 Received ESY Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	50.00%	
Ages 6 to 21	73.09%	64.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Louisiana Special Education Center
Total Public Population: 37

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	100.00%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	0.00%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	50.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	94.74%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	5.26%		
Participated in On-Level Assessment (grades 3-11)	78.66%	0.00%	99.82%	n/a
Participated in On-Level Assessment – 4 th grade ELA	99.98%	n/a	99.99%	n/a
Participated in On-Level Assessment – 4 th grade Math	99.98%	n/a	99.99%	n/a
Participated in On-Level Assessment – 8 th grade ELA	99.75%	n/a	99.87%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.67%	n/a	99.87%	n/a
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	n/a	76.16%	n/a
Proficient LEAP 4 th grade Math	44.87%	n/a	72.90%	n/a
Proficient LEAP 8 th grade ELA	16.89%	n/a	64.03%	n/a
Proficient LEAP 8 th grade Math	26.73%	n/a	63.72%	n/a
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	n/a	99.7%	100.00%	97.75%	99.9%	n/a
4 th grade	99.8%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a
5 th grade	99.6%	100.00%		99.9%	n/a	99.6%	100.00%		99.9%	n/a
6 th grade	99.2%	100.00%		99.8%	n/a	99.3%	100.00%		99.8%	n/a
7 th grade	99.4%	100.00%		99.7%	n/a	99.5%	100.00%		99.7%	n/a
8 th grade	99.1%	n/a		99.7%	n/a	99.2%	n/a		99.7%	n/a
10 th grade	97.8%	100.00%		99.1%	n/a	98.1%	100.00%		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	0.00%	53.50%	65.6%	n/a	38.5%	0.00%	57.90%	67.6%	n/a
4 th grade	41.1%	n/a		70.9%	n/a	35.7%	n/a		74.4%	n/a
5 th grade	40.4%	0.00%		67.0%	n/a	33.0%	0.00%		68.2%	n/a
6 th grade	30.5%	100.00%		64.3%	n/a	26.7%	100.00%		66.0%	n/a
7 th grade	25.8%	0.00%		58.6%	n/a	25.5%	0.00%		64.8%	n/a
8 th grade	24.3%	n/a		60.4%	n/a	20.3%	n/a		61.2%	n/a
10 th grade	25.4%	14.29%		66.7%	n/a	20.1%	14.29%		61.3%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	0.00%		8.97%	n/a
Suspensions Out-of-School	13.84%	0.00%		10.26%	n/a
Expulsions In-School	0.10%	0.00%		0.11%	n/a
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	2.78%	60.22%
Inside Regular Class 40-79% of day	20.63%	0.00%	
Inside Regular Class less than 40% of day	15.28%	2.78%	14.53%
Separate School	0.42%	5.56%	
Residential Facility	0.37%	88.89%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	94.44%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	50.00%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	n/a	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	50.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	0.00%	
Students Ages 3-21 Received ESYP Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: New Vision Learning Academy
Total Public Population: 321

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	7.48%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	92.52%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	0.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	100.00%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	n/a	99.87%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.67%	n/a	99.87%	n/a
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	50.00%	76.16%	82.35%
Proficient LEAP 4 th grade Math	44.87%	50.00%	72.90%	73.53%
Proficient LEAP 8 th grade ELA	16.89%	n/a	64.03%	n/a
Proficient LEAP 8 th grade Math	26.73%	n/a	63.72%	n/a
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	n/a		99.7%	n/a	99.5%	n/a		99.7%	n/a
8 th grade	99.1%	n/a		99.7%	n/a	99.2%	n/a		99.7%	n/a
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	100.00%	53.50%	65.6%	71.70%	38.5%	100.00%	57.90%	67.6%	94.34%
4 th grade	41.1%	50.00%		70.9%	73.53%	35.7%	50.00%		74.4%	82.35%
5 th grade	40.4%	33.33%		67.0%	25.00%	33.0%	33.33%		68.2%	75.00%
6 th grade	30.5%	20.00%		64.3%	87.50%	26.7%	20.00%		66.0%	93.75%
7 th grade	25.8%	n/a		58.6%	n/a	25.5%	n/a		64.8%	n/a
8 th grade	24.3%	n/a		60.4%	n/a	20.3%	n/a		61.2%	n/a
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	0.00%
Suspensions Out-of-School	13.84%	5.41%	10.26%	5.93%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	3.85%	Yes

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	54.17%	60.22%
Inside Regular Class 40-79% of day	20.63%	45.83%	
Inside Regular Class less than 40% of day	15.28%	0.00%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	100.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	n/a	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	13.33%	
Students Ages 3-21 Received ESY Services	88.27%	75.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: V.B. Glencoe Charter School
Total Public Population: 370

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	11.35%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	88.65%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	14.81%		
Participated in On-Level Assessment (grades 3-11)	78.66%	85.19%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	0.00%	76.16%	77.50%
Proficient LEAP 4 th grade Math	44.87%	50.00%	72.90%	85.00%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	71.05%
Proficient LEAP 8 th grade Math	26.73%	66.67%	63.72%	84.21%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	66.67%	53.50%	65.6%	83.78%	38.5%	66.67%	57.90%	67.6%	81.08%
4 th grade	41.1%	66.67%		70.9%	85.00%	35.7%	0.00%		74.4%	77.50%
5 th grade	40.4%	42.86%		67.0%	84.21%	33.0%	0.00%		68.2%	76.32%
6 th grade	30.5%	25.00%		64.3%	78.79%	26.7%	25.00%		66.0%	72.73%
7 th grade	25.8%	25.00%		58.6%	66.67%	25.5%	75.00%		64.8%	61.54%
8 th grade	24.3%	66.67%		60.4%	82.05%	20.3%	0.00%		61.2%	69.23%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	0.00%
Suspensions Out-of-School	13.84%	0.00%	10.26%	0.47%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	83.72%	60.22%
Inside Regular Class 40-79% of day	20.63%	9.30%	
Inside Regular Class less than 40% of day	15.28%	6.98%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	100.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	57.14%	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	0.00%	
Students Ages 3-21 Received ESYP Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Avoyelles Public Charter School
Total Public Population: 672

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	2.38%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	97.62%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	100.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	7.69%		
Participated in On-Level Assessment (grades 3-11)	78.66%	92.31%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	66.67%	76.16%	76.92%
Proficient LEAP 4 th grade Math	44.87%	33.33%	72.90%	81.13%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	77.08%
Proficient LEAP 8 th grade Math	26.73%	100.00%	63.72%	77.08%
Proficient GEE ELA	14.71%	n/a	61.90%	80.00%
Proficient GEE Math	25.69%	n/a	67.40%	80.00%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	66.67%	53.50%	65.6%	60.71%	38.5%	100.00%	57.90%	67.6%	67.86%
4 th grade	41.1%	33.33%		70.9%	82.46%	35.7%	66.67%		74.4%	75.00%
5 th grade	40.4%	66.67%		67.0%	74.07%	33.0%	33.33%		68.2%	72.22%
6 th grade	30.5%	50.00%		64.3%	80.77%	26.7%	0.00%		66.0%	75.00%
7 th grade	25.8%	0.00%		58.6%	90.38%	25.5%	0.00%		64.8%	78.85%
8 th grade	24.3%	100.00%		60.4%	74.51%	20.3%	0.00%		61.2%	74.51%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	0.14%
Suspensions Out-of-School	13.84%	0.00%	10.26%	3.97%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	95.83%	60.22%
Inside Regular Class 40-79% of day	20.63%	4.17%	
Inside Regular Class less than 40% of day	15.28%	0.00%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	100.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	0.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.00%	
Students Ages 3-21 Received ESY Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Delhi Charter School
Total Public Population: 501

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	9.18%		
Gifted/Talented Students ^a	3.40%	2.40%		
Regular Education Students ^a	84.03%	88.42%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	66.67%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	33.33%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	3.33%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	10.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	86.67%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	100.00%
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	100.00%
Proficient LEAP 4 th grade ELA	39.52%	80.00%	76.16%	93.94%
Proficient LEAP 4 th grade Math	44.87%	100.00%	72.90%	93.94%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	75.00%
Proficient LEAP 8 th grade Math	26.73%	100.00%	63.72%	70.83%
Proficient GEE ELA	14.71%	n/a	61.90%	70.97%
Proficient GEE Math	25.69%	n/a	67.40%	67.74%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	66.67%	53.50%	65.6%	66.67%	38.5%	50.00%	57.90%	67.6%	72.22%
4 th grade	41.1%	100.00%		70.9%	94.29%	35.7%	80.00%		74.4%	91.43%
5 th grade	40.4%	100.00%		67.0%	80.00%	33.0%	100.00%		68.2%	92.50%
6 th grade	30.5%	14.29%		64.3%	82.93%	26.7%	14.29%		66.0%	87.80%
7 th grade	25.8%	33.33%		58.6%	79.07%	25.5%	33.33%		64.8%	81.40%
8 th grade	24.3%	100.00%		60.4%	70.83%	20.3%	0.00%		61.2%	75.00%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	1.69%	8.97%	5.28%
Suspensions Out-of-School	13.84%	0.00%	10.26%	1.63%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	87.80%	60.22%
Inside Regular Class 40-79% of day	20.63%	9.76%	
Inside Regular Class less than 40% of day	15.28%	2.44%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	100.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	50.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.00%	
Students Ages 3-21 Received ESY Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Belle Chasse Academy, Inc.
Total Public Population: 839

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	9.77%		
Gifted/Talented Students ^a	3.40%	3.34%		
Regular Education Students ^a	84.03%	86.89%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	6.90%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	5.17%		
Participated in On-Level Assessment (grades 3-11)	78.66%	87.93%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	37.50%	76.16%	81.18%
Proficient LEAP 4 th grade Math	44.87%	50.00%	72.90%	85.88%
Proficient LEAP 8 th grade ELA	16.89%	28.57%	64.03%	60.94%
Proficient LEAP 8 th grade Math	26.73%	57.14%	63.72%	70.31%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	98.99%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	33.33%	53.50%	65.6%	78.89%	38.5%	44.44%	57.90%	67.6%	78.89%
4 th grade	41.1%	50.00%		70.9%	84.27%	35.7%	37.50%		74.4%	80.90%
5 th grade	40.4%	66.67%		67.0%	75.71%	33.0%	88.89%		68.2%	82.86%
6 th grade	30.5%	27.27%		64.3%	78.79%	26.7%	36.36%		66.0%	82.83%
7 th grade	25.8%	15.38%		58.6%	58.11%	25.5%	23.08%		64.8%	72.97%
8 th grade	24.3%	50.00%		60.4%	70.31%	20.3%	25.00%		61.2%	60.94%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	0.00%		8.97%	0.00%
Suspensions Out-of-School	13.84%	10.19%		10.26%	9.09%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	48.53%	60.22%
Inside Regular Class 40-79% of day	20.63%	32.35%	
Inside Regular Class less than 40% of day	15.28%	19.12%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	50.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	50.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	25.40%	
Students Ages 3-21 Received ESY Services	88.27%	62.50%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	66.67%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Milestone SABIS Academy of New Orleans
Total Public Population: 381

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	2.10%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	97.90%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	0.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	100.00%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	100.00%	76.16%	71.74%
Proficient LEAP 4 th grade Math	44.87%	100.00%	72.90%	61.70%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	80.00%
Proficient LEAP 8 th grade Math	26.73%	50.00%	63.72%	70.00%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	33.33%	53.50%	65.6%	36.36%	38.5%	33.33%	57.90%	67.6%	23.64%
4 th grade	41.1%	100.00%		70.9%	59.62%	35.7%	100.00%		74.4%	67.31%
5 th grade	40.4%	n/a		67.0%	n/a	33.0%	n/a		68.2%	n/a
6 th grade	30.5%	0.00%		64.3%	35.48%	26.7%	50.00%		66.0%	25.81%
7 th grade	25.8%	0.00%		58.6%	48.28%	25.5%	50.00%		64.8%	58.62%
8 th grade	24.3%	50.00%		60.4%	69.57%	20.3%	0.00%		61.2%	69.57%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	0.00%		8.97%	0.00%
Suspensions Out-of-School	13.84%	0.00%		10.26%	11.87%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	87.50%	60.22%
Inside Regular Class 40-79% of day	20.63%	12.50%	
Inside Regular Class less than 40% of day	15.28%	0.00%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	50.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.00%	
Students Ages 3-21 Received ESY Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: The MAX Charter School
Total Public Population: 101

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	13.86%		
Gifted/Talented Students ^a	3.40%	0.99%		
Regular Education Students ^a	84.03%	85.15%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	7.69%		
Participated in On-Level Assessment (grades 3-11)	78.66%	92.31%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	n/a	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	n/a	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	0.00%	76.16%	11.76%
Proficient LEAP 4 th grade Math	44.87%	0.00%	72.90%	17.65%
Proficient LEAP 8 th grade ELA	16.89%	n/a	64.03%	50.00%
Proficient LEAP 8 th grade Math	26.73%	n/a	63.72%	50.00%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	n/a		99.7%	n/a	99.2%	n/a		99.7%	n/a
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	50.00%	53.50%	65.6%	50.00%	38.5%	50.00%	57.90%	67.6%	33.33%
4 th grade	41.1%	33.33%		70.9%	21.74%	35.7%	33.33%		74.4%	21.74%
5 th grade	40.4%	50.00%		67.0%	42.86%	33.0%	50.00%		68.2%	14.29%
6 th grade	30.5%	0.00%		64.3%	26.67%	26.7%	25.00%		66.0%	33.33%
7 th grade	25.8%	25.00%		58.6%	14.29%	25.5%	25.00%		64.8%	14.29%
8 th grade	24.3%	n/a		60.4%	n/a	20.3%	n/a		61.2%	n/a
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	1.18%
Suspensions Out-of-School	13.84%	5.71%	10.26%	4.71%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	80.95%	60.22%
Inside Regular Class 40-79% of day	20.63%	9.52%	
Inside Regular Class less than 40% of day	15.28%	9.52%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	n/a	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	n/a	
Students Ages 3-21 Received ESYP Services	88.27%	n/a	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	n/a	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: RSD - New Orleans College Preparatory Academies
Total Public Population: 95

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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/ide/eia/2115.html>.

	State	Local		
Students with Disabilities ^a	12.57%	6.32%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	93.68%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	0.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	100.00%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	n/a	99.99%	n/a
Participated in On-Level Assessment – 4 th grade Math	99.98%	n/a	99.99%	n/a
Participated in On-Level Assessment – 8 th grade ELA	99.75%	n/a	99.87%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.67%	n/a	99.87%	n/a
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	n/a	76.16%	n/a
Proficient LEAP 4 th grade Math	44.87%	n/a	72.90%	n/a
Proficient LEAP 8 th grade ELA	16.89%	n/a	64.03%	n/a
Proficient LEAP 8 th grade Math	26.73%	n/a	63.72%	n/a
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	n/a	98.70%	99.9%	n/a	99.7%	n/a	97.75%	99.9%	n/a
4 th grade	99.8%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a
5 th grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	n/a		99.7%	n/a	99.5%	n/a		99.7%	n/a
8 th grade	99.1%	n/a		99.7%	n/a	99.2%	n/a		99.7%	n/a
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	n/a	53.50%	65.6%	n/a	38.5%	n/a	57.90%	67.6%	n/a
4 th grade	41.1%	n/a		70.9%	n/a	35.7%	n/a		74.4%	n/a
5 th grade	40.4%	n/a		67.0%	n/a	33.0%	n/a		68.2%	n/a
6 th grade	30.5%	20.00%		64.3%	40.66%	26.7%	20.00%		66.0%	47.25%
7 th grade	25.8%	n/a		58.6%	n/a	25.5%	n/a		64.8%	n/a
8 th grade	24.3%	n/a		60.4%	n/a	20.3%	n/a		61.2%	n/a
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	0.88%
Suspensions Out-of-School	13.84%	15.38%	10.26%	73.68%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	0.88%

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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	100.00%	60.22%
Inside Regular Class 40-79% of day	20.63%	0.00%	
Inside Regular Class less than 40% of day	15.28%	0.00%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	n/a	
Students Ages 3-21 Received ESY Services	88.27%	n/a	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

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^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

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^h 2007-08 monitoring/review of disproportionality data

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^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 school year.

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

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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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in the 2008-09 Performance Profile.**
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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.

PERFORMANCE PROFILE

School System: RSD - Esperanza Charter School Association
Total Public Population: 374

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	5.88%		
Gifted/Talented Students ^a	3.40%	0.27%		
Regular Education Students ^a	84.03%	93.85%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	20.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	80.00%	99.82%	98.95%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	96.77%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	96.77%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	0.00%	76.16%	55.56%
Proficient LEAP 4 th grade Math	44.87%	0.00%	72.90%	29.63%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	20.83%
Proficient LEAP 8 th grade Math	26.73%	0.00%	63.72%	16.67%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	97.50%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	n/a		99.8%	n/a	99.3%	n/a		99.8%	n/a
7 th grade	99.4%	n/a		99.7%	n/a	99.5%	n/a		99.7%	n/a
8 th grade	99.1%	100.00%		99.7%	97.14%	99.2%	100.00%		99.7%	97.14%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	0.00%	53.50%	65.6%	35.00%	38.5%	0.00%	57.90%	67.6%	50.00%
4 th grade	41.1%	0.00%		70.9%	28.13%	35.7%	0.00%		74.4%	53.13%
5 th grade	40.4%	0.00%		67.0%	22.58%	33.0%	0.00%		68.2%	29.03%
6 th grade	30.5%	n/a		64.3%	n/a	26.7%	n/a		66.0%	n/a
7 th grade	25.8%	n/a		58.6%	n/a	25.5%	n/a		64.8%	n/a
8 th grade	24.3%	0.00%		60.4%	11.43%	20.3%	0.00%		61.2%	14.29%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	0.26%
Suspensions Out-of-School	13.84%	16.67%	10.26%	16.58%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	0.00%	60.22%
Inside Regular Class 40-79% of day	20.63%	0.00%	
Inside Regular Class less than 40% of day	15.28%	0.00%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	n/a	
Students Ages 3-21 Received ESYP Services	88.27%	n/a	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	0.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: RSD - NOLA 180
Total Public Population: 107

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	0.00%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	100.00%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	50.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	50.00%	99.82%	97.73%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	n/a	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	n/a	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	n/a	99.87%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.67%	n/a	99.87%	n/a
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	n/a	76.16%	41.67%
Proficient LEAP 4 th grade Math	44.87%	n/a	72.90%	62.50%
Proficient LEAP 8 th grade ELA	16.89%	n/a	64.03%	n/a
Proficient LEAP 8 th grade Math	26.73%	n/a	63.72%	n/a
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	n/a	98.70%	99.9%	n/a	99.7%	n/a	97.75%	99.9%	n/a
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	n/a		99.8%	n/a	99.3%	n/a		99.8%	n/a
7 th grade	99.4%	n/a		99.7%	n/a	99.5%	n/a		99.7%	n/a
8 th grade	99.1%	n/a		99.7%	n/a	99.2%	n/a		99.7%	n/a
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	n/a	53.50%	65.6%	n/a	38.5%	n/a	57.90%	67.6%	n/a
4 th grade	41.1%	0.00%		70.9%	62.50%	35.7%	0.00%		74.4%	50.00%
5 th grade	40.4%	0.00%		67.0%	43.08%	33.0%	0.00%		68.2%	46.15%
6 th grade	30.5%	n/a		64.3%	n/a	26.7%	n/a		66.0%	n/a
7 th grade	25.8%	n/a		58.6%	n/a	25.5%	n/a		64.8%	n/a
8 th grade	24.3%	n/a		60.4%	n/a	20.3%	n/a		61.2%	n/a
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	0.85%
Suspensions Out-of-School	13.84%	12.50%	10.26%	22.03%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	0.00%	60.22%
Inside Regular Class 40-79% of day	20.63%	0.00%	
Inside Regular Class less than 40% of day	15.28%	0.00%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	n/a	
Students Ages 3-21 Received ESYP Services	88.27%	n/a	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	0.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: RSD - Broadmoor Charter School Board
Total Public Population: 361

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	6.09%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	93.91%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	0.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	100.00%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	n/a	99.87%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.67%	n/a	99.87%	n/a
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	33.33%	76.16%	42.55%
Proficient LEAP 4 th grade Math	44.87%	33.33%	72.90%	40.43%
Proficient LEAP 8 th grade ELA	16.89%	n/a	64.03%	n/a
Proficient LEAP 8 th grade Math	26.73%	n/a	63.72%	n/a
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	98.21%	99.8%	100.00%		99.9%	98.21%
5 th grade	99.6%	100.00%		99.9%	96.00%	99.6%	100.00%		99.9%	96.00%
6 th grade	99.2%	n/a		99.8%	n/a	99.3%	n/a		99.8%	n/a
7 th grade	99.4%	n/a		99.7%	n/a	99.5%	n/a		99.7%	n/a
8 th grade	99.1%	n/a		99.7%	n/a	99.2%	n/a		99.7%	n/a
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	40.00%	53.50%	65.6%	42.11%	38.5%	0.00%	57.90%	67.6%	36.84%
4 th grade	41.1%	25.00%		70.9%	41.07%	35.7%	25.00%		74.4%	42.86%
5 th grade	40.4%	0.00%		67.0%	36.00%	33.0%	0.00%		68.2%	36.00%
6 th grade	30.5%	n/a		64.3%	n/a	26.7%	n/a		66.0%	n/a
7 th grade	25.8%	n/a		58.6%	n/a	25.5%	n/a		64.8%	n/a
8 th grade	24.3%	n/a		60.4%	n/a	20.3%	n/a		61.2%	n/a
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	1.49%
Suspensions Out-of-School	13.84%	13.89%	10.26%	12.94%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	0.50%

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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	66.67%	60.22%
Inside Regular Class 40-79% of day	20.63%	0.00%	
Inside Regular Class less than 40% of day	15.28%	33.33%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	100.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	95.24%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	n/a	
Students Ages 3-21 Received ESYP Services	88.27%	n/a	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: RSD - Pelican Educational Foundation
Total Public Population: 410

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	3.90%		
Gifted/Talented Students ^a	3.40%	0.49%		
Regular Education Students ^a	84.03%	95.61%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	16.67%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	8.33%		
Participated in On-Level Assessment (grades 3-11)	78.66%	75.00%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	n/a	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	n/a	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	n/a	76.16%	39.02%
Proficient LEAP 4 th grade Math	44.87%	n/a	72.90%	28.57%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	23.53%
Proficient LEAP 8 th grade Math	26.73%	0.00%	63.72%	14.71%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	n/a		99.9%	n/a	99.8%	n/a		99.9%	n/a
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	100.00%	53.50%	65.6%	27.27%	38.5%	100.00%	57.90%	67.6%	31.82%
4 th grade	41.1%	n/a		70.9%	n/a	35.7%	n/a		74.4%	n/a
5 th grade	40.4%	0.00%		67.0%	29.17%	33.0%	0.00%		68.2%	12.50%
6 th grade	30.5%	0.00%		64.3%	37.50%	26.7%	0.00%		66.0%	25.00%
7 th grade	25.8%	0.00%		58.6%	34.15%	25.5%	20.00%		64.8%	34.15%
8 th grade	24.3%	25.00%		60.4%	13.16%	20.3%	50.00%		61.2%	23.68%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	0.00%		8.97%	0.00%
Suspensions Out-of-School	13.84%	30.43%		10.26%	30.42%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	61.11%	60.22%
Inside Regular Class 40-79% of day	20.63%	5.56%	
Inside Regular Class less than 40% of day	15.28%	33.33%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	n/a	
Students Ages 3-21 Received ESY Services	88.27%	n/a	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: RSD - Dryades YMCA
Total Public Population: 687

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	3.93%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	96.07%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	16.67%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	50.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	33.33%	99.82%	99.37%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	n/a	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	n/a	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	0.00%	76.16%	30.00%
Proficient LEAP 4 th grade Math	44.87%	0.00%	72.90%	28.00%
Proficient LEAP 8 th grade ELA	16.89%	n/a	64.03%	37.14%
Proficient LEAP 8 th grade Math	26.73%	n/a	63.72%	34.29%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	98.18%	99.3%	100.00%		99.8%	96.36%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	50.00%	53.50%	65.6%	42.67%	38.5%	0.00%	57.90%	67.6%	34.67%
4 th grade	41.1%	14.29%		70.9%	38.46%	35.7%	28.57%		74.4%	38.46%
5 th grade	40.4%	0.00%		67.0%	18.52%	33.0%	0.00%		68.2%	11.11%
6 th grade	30.5%	0.00%		64.3%	16.36%	26.7%	0.00%		66.0%	21.82%
7 th grade	25.8%	25.00%		58.6%	11.76%	25.5%	12.50%		64.8%	15.29%
8 th grade	24.3%	33.33%		60.4%	37.04%	20.3%	33.33%		61.2%	37.04%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	0.00%		8.97%	6.99%
Suspensions Out-of-School	13.84%	11.76%		10.26%	17.28%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	40.74%	60.22%
Inside Regular Class 40-79% of day	20.63%	44.44%	
Inside Regular Class less than 40% of day	15.28%	14.81%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	0.00%	
Students Ages 3-21 Received ESYP Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: RSD - Friends of King
Total Public Population: 555

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	2.52%		
Gifted/Talented Students ^a	3.40%	0.90%		
Regular Education Students ^a	84.03%	96.58%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	16.67%		
Participated in On-Level Assessment (grades 3-11)	78.66%	83.33%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	n/a	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	n/a	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	0.00%	76.16%	87.76%
Proficient LEAP 4 th grade Math	44.87%	0.00%	72.90%	87.76%
Proficient LEAP 8 th grade ELA	16.89%	n/a	64.03%	54.55%
Proficient LEAP 8 th grade Math	26.73%	n/a	63.72%	45.45%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	25.00%	53.50%	65.6%	57.63%	38.5%	25.00%	57.90%	67.6%	67.80%
4 th grade	41.1%	0.00%		70.9%	87.76%	35.7%	0.00%		74.4%	87.76%
5 th grade	40.4%	0.00%		67.0%	51.16%	33.0%	0.00%		68.2%	58.14%
6 th grade	30.5%	0.00%		64.3%	36.73%	26.7%	0.00%		66.0%	57.14%
7 th grade	25.8%	100.00%		58.6%	42.11%	25.5%	100.00%		64.8%	52.63%
8 th grade	24.3%	0.00%		60.4%	45.45%	20.3%	50.00%		61.2%	54.55%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	0.00%
Suspensions Out-of-School	13.84%	0.00%	10.26%	3.92%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	18.18%	60.22%
Inside Regular Class 40-79% of day	20.63%	81.82%	
Inside Regular Class less than 40% of day	15.28%	0.00%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	n/a	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.00%	
Students Ages 3-21 Received ESY Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: RSD - New Orleans Charter Schools Foundation
Total Public Population: 588

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	3.91%		
Gifted/Talented Students ^a	3.40%	0.68%		
Regular Education Students ^a	84.03%	95.41%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	25.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	75.00%	99.82%	99.68%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	n/a	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	n/a	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	n/a	76.16%	37.74%
Proficient LEAP 4 th grade Math	44.87%	n/a	72.90%	15.09%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	36.54%
Proficient LEAP 8 th grade Math	26.73%	0.00%	63.72%	26.92%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	0.00%	53.50%	65.6%	20.97%	38.5%	0.00%	57.90%	67.6%	32.26%
4 th grade	41.1%	0.00%		70.9%	15.00%	35.7%	0.00%		74.4%	35.00%
5 th grade	40.4%	0.00%		67.0%	13.51%	33.0%	0.00%		68.2%	35.14%
6 th grade	30.5%	14.29%		64.3%	23.64%	26.7%	0.00%		66.0%	30.91%
7 th grade	25.8%	0.00%		58.6%	17.19%	25.5%	0.00%		64.8%	20.31%
8 th grade	24.3%	0.00%		60.4%	24.14%	20.3%	0.00%		61.2%	34.48%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	0.00%		8.97%	0.57%
Suspensions Out-of-School	13.84%	23.81%		10.26%	14.47%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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	2	8.33%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	79.17%	60.22%
Inside Regular Class 40-79% of day	20.63%	12.50%	
Inside Regular Class less than 40% of day	15.28%	8.33%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	25.00%	
Students Ages 3-21 Received ESYP Services	88.27%	100.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" then select a district under "Subgroup Component Report (AYP)."
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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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in the 2008-09 Performance Profile.**
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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.

PERFORMANCE PROFILE

School System: RSD - Choice Foundation
Total Public Population: 698

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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></p> <p>1. Graduation with a High School Diploma</p> <p>2. Dropping Out of High School</p> <p>3. Participation and Performance on Statewide Assessment</p> <p>4. Suspension/Expulsion Rates</p> <p>5. Educational Environment (ages 6-21)</p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p>8. Parental Involvement</p>	<p><u>Disproportionality</u></p> <p>9. Special Education and Related Services</p> <p>10. Specific Disability Categories</p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p>11. Evaluation Timelines</p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p>12. Transition from Part C</p> <p>13. Post-secondary Goals</p> <p>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	12.57%	9.03%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	90.97%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	11.36%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	18.18%		
Participated in On-Level Assessment (grades 3-11)	78.66%	70.45%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	n/a	99.87%	n/a
Participated in On-Level Assessment – 8 th grade Math	99.67%	n/a	99.87%	n/a
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	22.22%	76.16%	60.34%
Proficient LEAP 4 th grade Math	44.87%	22.22%	72.90%	63.79%
Proficient LEAP 8 th grade ELA	16.89%	n/a	64.03%	n/a
Proficient LEAP 8 th grade Math	26.73%	n/a	63.72%	n/a
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	98.04%	99.3%	90.91%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	n/a		99.7%	n/a	99.2%	n/a		99.7%	n/a
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	33.33%	53.50%	65.6%	24.44%	38.5%	16.67%	57.90%	67.6%	27.78%
4 th grade	41.1%	12.50%		70.9%	57.69%	35.7%	12.50%		74.4%	61.54%
5 th grade	40.4%	50.00%		67.0%	18.00%	33.0%	25.00%		68.2%	22.00%
6 th grade	30.5%	18.18%		64.3%	11.76%	26.7%	18.18%		66.0%	15.69%
7 th grade	25.8%	0.00%		58.6%	17.86%	25.5%	33.33%		64.8%	26.79%
8 th grade	24.3%	n/a		60.4%	n/a	20.3%	n/a		61.2%	n/a
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	0.00%
Suspensions Out-of-School	13.84%	15.38%	10.26%	11.30%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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	4	7.69%	Yes

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

	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	50.00%	60.22%
Inside Regular Class 40-79% of day	20.63%	36.54%	
Inside Regular Class less than 40% of day	15.28%	13.46%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.00%	
Students Ages 3-21 Received ESY Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: RSD - Treme Charter Schools Association
Total Public Population: 471

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	4.25%		
Gifted/Talented Students ^a	3.40%	0.00%		
Regular Education Students ^a	84.03%	95.75%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	0.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	100.00%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	0.00%	76.16%	45.83%
Proficient LEAP 4 th grade Math	44.87%	0.00%	72.90%	50.00%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	22.73%
Proficient LEAP 8 th grade Math	26.73%	50.00%	63.72%	36.36%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	96.67%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	0.00%	53.50%	65.6%	30.77%	38.5%	0.00%	57.90%	67.6%	38.46%
4 th grade	41.1%	33.33%		70.9%	49.12%	35.7%	0.00%		74.4%	43.86%
5 th grade	40.4%	0.00%		67.0%	36.36%	33.0%	0.00%		68.2%	36.36%
6 th grade	30.5%	12.50%		64.3%	57.14%	26.7%	12.50%		66.0%	45.71%
7 th grade	25.8%	0.00%		58.6%	21.05%	25.5%	0.00%		64.8%	21.05%
8 th grade	24.3%	50.00%		60.4%	30.00%	20.3%	0.00%		61.2%	16.67%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	0.00%	8.97%	3.35%
Suspensions Out-of-School	13.84%	13.79%	10.26%	5.45%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	83.33%	60.22%
Inside Regular Class 40-79% of day	20.63%	11.11%	
Inside Regular Class less than 40% of day	15.28%	5.56%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	100.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	n/a	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	n/a	
Students Ages 3-21 Received ESYP Services	88.27%	n/a	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: RSD - Algiers Charter Schools Association (ACSA)
Total Public Population: 3,390

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	7.26%		
Gifted/Talented Students ^a	3.40%	1.92%		
Regular Education Students ^a	84.03%	90.83%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	45.65%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	4.35%		
Dropped Out	29.88%	6.52%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	8.23%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	16.46%		
Participated in On-Level Assessment (grades 3-11)	78.66%	75.32%	99.82%	99.89%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	99.47%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	99.47%
Participated in On-Level Assessment – GEE ELA	98.77%	100.00%	99.41%	99.61%
Participated in On-Level Assessment – GEE Math	98.66%	87.50%	99.41%	99.62%
Proficient LEAP 4 th grade ELA	39.52%	25.00%	76.16%	58.74%
Proficient LEAP 4 th grade Math	44.87%	18.75%	72.90%	47.83%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	51.06%
Proficient LEAP 8 th grade Math	26.73%	0.00%	63.72%	39.89%
Proficient GEE ELA	14.71%	0.00%	61.90%	25.58%
Proficient GEE Math	25.69%	28.57%	67.40%	39.08%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	98.22%	99.7%	100.00%	97.75%	99.9%	99.12%
4 th grade	99.8%	95.45%		99.9%	100.00%	99.8%	95.45%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	99.51%	99.2%	100.00%		99.7%	99.51%
10 th grade	97.8%	93.75%		99.1%	99.62%	98.1%	100.00%		99.1%	99.61%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	35.29%	53.50%	65.6%	35.56%	38.5%	47.06%	57.90%	67.6%	44.69%
4 th grade	41.1%	22.73%		70.9%	46.86%	35.7%	18.18%		74.4%	56.49%
5 th grade	40.4%	27.78%		67.0%	43.68%	33.0%	33.33%		68.2%	50.00%
6 th grade	30.5%	15.15%		64.3%	34.55%	26.7%	9.09%		66.0%	38.64%
7 th grade	25.8%	30.00%		58.6%	34.98%	25.5%	23.81%		64.8%	44.84%
8 th grade	24.3%	5.88%		60.4%	37.93%	20.3%	0.00%		61.2%	49.75%
10 th grade	25.4%	18.75%		66.7%	38.93%	20.1%	18.75%		61.3%	25.48%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	2.32%		8.97%	2.21%
Suspensions Out-of-School	13.84%	12.58%		10.26%	10.97%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.33%		0.39%	0.85%

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	1.30%	No

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	47.91%	60.22%
Inside Regular Class 40-79% of day	20.63%	37.67%	
Inside Regular Class less than 40% of day	15.28%	14.42%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	40.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	53.33%
Attending a Special Education Program – Separate Class	11.91%	6.67%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	94.12%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	88.88%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	16.49%	
Students Ages 3-21 Received ESY Services	88.27%	90.32%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	16.67%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: Recovery School District (RSD) - LDE
Total Public Population: 12,290

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	10.74%		
Gifted/Talented Students ^a	3.40%	1.48%		
Regular Education Students ^a	84.03%	87.78%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	6.52%	19.00%	
GED/Skills Options	10.34%	3.62%		
Certificate of Achievement	6.92%	4.35%		
Dropped Out	29.88%	29.71%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	10.66%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	11.86%		
Participated in On-Level Assessment (grades 3-11)	78.66%	74.73%	99.82%	97.42%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	99.85%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	99.85%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	98.88%	99.87%	98.91%
Participated in On-Level Assessment – 8 th grade Math	99.67%	97.83%	99.87%	98.68%
Participated in On-Level Assessment – GEE ELA	98.77%	83.59%	99.41%	90.11%
Participated in On-Level Assessment – GEE Math	98.66%	84.44%	99.41%	90.41%
Proficient LEAP 4 th grade ELA	39.52%	9.52%	76.16%	37.84%
Proficient LEAP 4 th grade Math	44.87%	12.70%	72.90%	35.09%
Proficient LEAP 8 th grade ELA	16.89%	2.27%	64.03%	22.15%
Proficient LEAP 8 th grade Math	26.73%	13.33%	63.72%	24.73%
Proficient GEE ELA	14.71%	3.74%	61.90%	13.32%
Proficient GEE Math	25.69%	5.26%	67.40%	18.19%

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	99.72%	99.7%	100.00%	97.75%	99.9%	99.86%
4 th grade	99.8%	100.00%		99.9%	99.77%	99.8%	100.00%		99.9%	99.88%
5 th grade	99.6%	100.00%		99.9%	99.77%	99.6%	100.00%		99.9%	99.77%
6 th grade	99.2%	100.00%		99.8%	99.52%	99.3%	100.00%		99.8%	99.84%
7 th grade	99.4%	98.43%		99.7%	98.90%	99.5%	98.41%		99.7%	99.39%
8 th grade	99.1%	94.17%		99.7%	98.25%	99.2%	94.66%		99.7%	98.77%
10 th grade	97.8%	85.90%		99.1%	88.82%	98.1%	85.23%		99.1%	88.19%
Proficiency rate (all assessment types)										
3 rd grade	41.3%	28.38%	53.50%	65.6%	30.12%	38.5%	24.00%	57.90%	67.6%	27.47%
4 th grade	41.1%	18.90%		70.9%	34.69%	35.7%	17.32%		74.4%	37.59%
5 th grade	40.4%	19.05%		67.0%	30.34%	33.0%	19.05%		68.2%	27.82%
6 th grade	30.5%	20.72%		64.3%	31.70%	26.7%	11.71%		66.0%	23.45%
7 th grade	25.8%	15.75%		58.6%	19.66%	25.5%	7.94%		64.8%	18.83%
8 th grade	24.3%	9.71%		60.4%	21.69%	20.3%	5.83%		61.2%	18.71%
10 th grade	25.4%	7.69%		66.7%	16.03%	20.1%	7.38%		61.3%	11.63%

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	5.66%		8.97%	5.06%
Suspensions Out-of-School	13.84%	25.57%		10.26%	18.49%
Expulsions In-School	0.10%	0.00%		0.11%	0.01%
Expulsions Out-of-School	0.04%	0.06%		0.39%	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	77	8.21%	Yes

Educational Environment (Ages 6-21) – Indicator 5 ^f			
	Special Ed.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	80.89%	60.22%
Inside Regular Class 40-79% of day	20.63%	12.33%	
Inside Regular Class less than 40% of day	15.28%	6.67%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.11%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.11%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	78.95%
In the Regular Early Childhood Program 40-79% of time	4.23%	7.89%
In the Regular Early Childhood Program less than 40% of time	8.72%	5.26%
Attending a Special Education Program – Separate Class	11.91%	2.63%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	5.26%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	60.00%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	0.00%	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	5.63%	
Students Ages 3-21 Received ESY Services	88.27%	93.75%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	27.27%	
Ages 6 to 21	73.09%	32.67%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for LEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/lde/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: RSD - SUNO Institute for Academic Excellence
Total Public Population: 326

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	6.44%		
Gifted/Talented Students ^a	3.40%	7.36%		
Regular Education Students ^a	84.03%	86.20%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	33.33%		
Participated in On-Level Assessment (grades 3-11)	78.66%	66.67%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	100.00%	76.16%	73.91%
Proficient LEAP 4 th grade Math	44.87%	100.00%	72.90%	91.30%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	55.95%
Proficient LEAP 8 th grade Math	26.73%	50.00%	63.72%	40.48%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c

	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	n/a	98.70%	99.9%	n/a	99.7%	n/a	97.75%	99.9%	n/a
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	n/a	53.50%	65.6%	n/a	38.5%	n/a	57.90%	67.6%	n/a
4 th grade	41.1%	100.00%		70.9%	92.00%	35.7%	100.00%		74.4%	76.00%
5 th grade	40.4%	66.67%		67.0%	83.33%	33.0%	33.33%		68.2%	46.67%
6 th grade	30.5%	0.00%		64.3%	37.10%	26.7%	25.00%		66.0%	30.65%
7 th grade	25.8%	12.50%		58.6%	31.18%	25.5%	12.50%		64.8%	47.31%
8 th grade	24.3%	27.27%		60.4%	39.08%	20.3%	27.27%		61.2%	54.02%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Suspensions In-School	10.13%	6.45%	8.97%	4.10%
Suspensions Out-of-School	13.84%	0.00%	10.26%	1.09%
Expulsions In-School	0.10%	0.00%	0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%	0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	38.10%	60.22%
Inside Regular Class 40-79% of day	20.63%	61.90%	
Inside Regular Class less than 40% of day	15.28%	0.00%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.00%	
Students Ages 3-21 Received ESY Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	n/a	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" then select a district under "Subgroup Component Report (AYP)."
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 - 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**

Outcome data will be reported beginning with the 2009-10 Performance Profile.
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11. **Evaluation Timelines** – percent of children with parental consent to evaluate who were initially evaluated and eligibility determined within the state's timeline.
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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.

PERFORMANCE PROFILE

School System: RSD - Knowledge Is Power Program (KIPP) N.O.
Total Public Population: 702

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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.

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<u>FAPE in the LRE</u>	<u>Disproportionality</u>
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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

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Gifted/Talented Students ^a	3.40%	2.71%		
Regular Education Students ^a	84.03%	87.89%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	15.91%		
Participated in On-Level Assessment (grades 3-11)	78.66%	84.09%	99.82%	100.00%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	100.00%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	33.33%	76.16%	78.26%
Proficient LEAP 4 th grade Math	44.87%	33.33%	72.90%	78.26%
Proficient LEAP 8 th grade ELA	16.89%	100.00%	64.03%	81.82%
Proficient LEAP 8 th grade Math	26.73%	0.00%	63.72%	63.64%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	100.00%	99.8%	100.00%		99.9%	100.00%
5 th grade	99.6%	100.00%		99.9%	100.00%	99.6%	100.00%		99.9%	100.00%
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	33.33%	53.50%	65.6%	59.09%	38.5%	16.67%	57.90%	67.6%	56.82%
4 th grade	41.1%	44.44%		70.9%	68.32%	35.7%	22.22%		74.4%	58.42%
5 th grade	40.4%	35.71%		67.0%	55.24%	33.0%	21.43%		68.2%	62.24%
6 th grade	30.5%	50.00%		64.3%	72.50%	26.7%	50.00%		66.0%	86.67%
7 th grade	25.8%	75.00%		58.6%	64.29%	25.5%	25.00%		64.8%	50.00%
8 th grade	24.3%	0.00%		60.4%	65.22%	20.3%	66.67%		61.2%	82.61%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	0.00%		8.97%	0.15%
Suspensions Out-of-School	13.84%	11.43%		10.26%	4.13%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	96.49%	60.22%
Inside Regular Class 40-79% of day	20.63%	1.75%	
Inside Regular Class less than 40% of day	15.28%	1.75%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	100.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESY Services	3.55%	0.00%	
Students Ages 3-21 Received ESY Services	88.27%	0.00%	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	100.00%	
Ages 6 to 21	73.09%	100.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

^b June 30, 2008, IDEA exit count

^c Assessment data from Spring 2007 test results. *Proficient* is a score of Basic or above for iLEAP/LEAP/GEE, Approaching Basic or above for LAA2, and Meets Standards or above for LAA1.

^d 2007-08 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership.

^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 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/portals/accountability.html>. Choose "District Accountability Reports" 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 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 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in 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.

PERFORMANCE PROFILE

School System: RSD - Middle School Advocates, Inc.
Total Public Population: 371

School Year: 2007-2008

Louisiana's six-year State Performance Plan (SPP)-Part B (July 1, 2005 – June 30, 2011) addresses 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	12.57%	6.74%		
Gifted/Talented Students ^a	3.40%	1.62%		
Regular Education Students ^a	84.03%	91.64%		
Exiting Special Education – Indicators 1 & 2 ^b				
	Special Ed.		2007-08 State Target	
	State	Local		
High School Diploma	17.12%	0.00%	19.00%	
GED/Skills Options	10.34%	0.00%		
Certificate of Achievement	6.92%	0.00%		
Dropped Out	29.88%	0.00%	23.00%	
Statewide Assessment (initial testers) ^c				
	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11)	8.18%	0.00%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11)	12.88%	0.00%		
Participated in On-Level Assessment (grades 3-11)	78.66%	100.00%	99.82%	99.56%
Participated in On-Level Assessment – 4 th grade ELA	99.98%	100.00%	99.99%	97.14%
Participated in On-Level Assessment – 4 th grade Math	99.98%	100.00%	99.99%	97.14%
Participated in On-Level Assessment – 8 th grade ELA	99.75%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – 8 th grade Math	99.67%	100.00%	99.87%	100.00%
Participated in On-Level Assessment – GEE ELA	98.77%	n/a	99.41%	n/a
Participated in On-Level Assessment – GEE Math	98.66%	n/a	99.41%	n/a
Proficient LEAP 4 th grade ELA	39.52%	0.00%	76.16%	17.65%
Proficient LEAP 4 th grade Math	44.87%	0.00%	72.90%	17.65%
Proficient LEAP 8 th grade ELA	16.89%	0.00%	64.03%	38.60%
Proficient LEAP 8 th grade Math	26.73%	20.00%	63.72%	49.12%
Proficient GEE ELA	14.71%	n/a	61.90%	n/a
Proficient GEE Math	25.69%	n/a	67.40%	n/a

Statewide Assessment by Grade and Subject (all testers) – Indicators 3B & 3C ^c										
	Math					ELA				
	Special Ed.		2007-08 State Target	Regular Ed.		Special Ed.		2007-08 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 rd grade	99.7%	100.00%	98.70%	99.9%	100.00%	99.7%	100.00%	97.75%	99.9%	100.00%
4 th grade	99.8%	100.00%		99.9%	98.04%	99.8%	100.00%		99.9%	98.04%
5 th grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a
6 th grade	99.2%	100.00%		99.8%	100.00%	99.3%	100.00%		99.8%	100.00%
7 th grade	99.4%	100.00%		99.7%	100.00%	99.5%	100.00%		99.7%	100.00%
8 th grade	99.1%	100.00%		99.7%	100.00%	99.2%	100.00%		99.7%	100.00%
10 th grade	97.8%	n/a		99.1%	n/a	98.1%	n/a		99.1%	n/a
Proficiency rate (all assessment types)										
3 rd grade	41.3%	0.00%	53.50%	65.6%	62.50%	38.5%	0.00%	57.90%	67.6%	58.33%
4 th grade	41.1%	0.00%		70.9%	27.45%	35.7%	0.00%		74.4%	23.53%
5 th grade	40.4%	n/a		67.0%	n/a	33.0%	n/a		68.2%	n/a
6 th grade	30.5%	0.00%		64.3%	34.38%	26.7%	0.00%		66.0%	26.56%
7 th grade	25.8%	50.00%		58.6%	26.47%	25.5%	50.00%		64.8%	29.41%
8 th grade	24.3%	10.00%		60.4%	43.66%	20.3%	0.00%		61.2%	35.21%
10 th grade	25.4%	n/a		66.7%	n/a	20.1%	n/a		61.3%	n/a

Discipline Percents – all incidents ^d					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Suspensions In-School	10.13%	0.00%		8.97%	0.00%
Suspensions Out-of-School	13.84%	37.14%		10.26%	29.85%
Expulsions In-School	0.10%	0.00%		0.11%	0.00%
Expulsions Out-of-School	0.04%	0.00%		0.39%	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.		2007-08 State Target
	State	Local	
Inside Regular Class 80% or more of day	61.97%	95.00%	60.22%
Inside Regular Class 40-79% of day	20.63%	5.00%	
Inside Regular Class less than 40% of day	15.28%	0.00%	14.53%
Separate School	0.42%	0.00%	
Residential Facility	0.37%	0.00%	
Homebound/Hospital	0.96%	0.00%	
Correctional Facilities	0.37%	0.00%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.75%	0.00%	2.17%

Educational Environment (Ages 3-5) – Indicator 6 ^f		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	64.81%	0.00%
In the Regular Early Childhood Program 40-79% of time	4.23%	0.00%
In the Regular Early Childhood Program less than 40% of time	8.72%	0.00%
Attending a Special Education Program – Separate Class	11.91%	0.00%
Attending a Special Education Program – Separate School	0.19%	0.00%
Attending a Special Education Program – Residential Facility	0.08%	0.00%
Home	3.36%	0.00%
Service Provider Location	6.70%	0.00%

	Special Ed.		2007-08 State Target
	State	Local	
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	30.73%	*	41.00%
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.		2007-08 State Target
	State	Local	
Evaluation Timelines – Indicator 11ⁱ			
Initial Evaluations completed in timelines as of 6/30/2007	99.86%	100.00%	100.0%
Effective Transition – Indicators 12^j, 13^k, & 14^l			
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	95.41%	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	66.29%	*	100.0%
Youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	82.53%	n/a	40.0%
Extended School Year Program^m			
Students Ages 3-21 Eligible for ESYP Services	3.55%	n/a	
Students Ages 3-21 Received ESYP Services	88.27%	n/a	
Highly Qualified Personnelⁿ			
Ages 3 to 5	84.69%	50.00%	
Ages 6 to 21	73.09%	80.00%	

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

^a February 1, 2008, SIS/SER Student Membership (Special Ed. is always SER; General Ed. always SIS)

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^e 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B

^f Oct. 1, 2007, IDEA Data Tables (excluding nonpublic)

^g 2007-08 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

^h 2007-08 monitoring/review of disproportionality data

ⁱ SER, Evaluation Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^j SER, Part C Transition Compliance Statewide Summary Report (7/1/07 to 6/30/08)

^k 2007-08 Continuous Improvement Monitoring process (using Indicator 13 checklist)

^l SER, Post School Transition LEA Summary, 2007-08 School Year

^m 2006-07 SER data; Summer 2007

ⁿ October 1, 2007 IDEA Federal Personnel Data Table

* The district was not monitored/surveyed on this indicator during the 2007-08 school year.

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

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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.
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 - 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**

Outcome data will be reported beginning with the 2009-10 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 will be reported beginning in the 2008-09 Performance Profile.**
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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.
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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.
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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.