



**PERFORMANCE PROFILE**

**School System:** Acadia Parish  
**Total Public Population:** 9,351

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.8%
Gifted/Talented Students <sup>a</sup>	3.5%	0.6%
Regular Education Students <sup>a</sup>	84.3%	87.5%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	32.9%	25.0%	65.9%	64.5%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	7.8%	21.0%	6.9%	5.2%

	Special Ed.	
	State	Local
High School Diploma	19.4%	17.2%
GED/Skills Options	10.7%	1.8%
Certificate of Achievement	9.1%	9.2%
Dropped Out	31.4%	35.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	6.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	15.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	76.8%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	6.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	15.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	76.8%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	38.1%	77.8%	75.5%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	34.9%	70.2%	65.2%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	30.2%	69.0%	76.4%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	35.9%	65.0%	72.9%
Proficient GEE ELA	23.5%	48.6%	63.9%	79.6%
Proficient GEE Math	38.6%	51.4%	74.5%	82.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	99.9%	99.5%	100.0%		99.9%	99.9%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	99.5%	99.3%	100.0%		99.8%	99.5%
7 <sup>th</sup> grade	99.1%	98.6%		99.8%	99.8%	99.1%	98.6%		99.7%	99.8%
8 <sup>th</sup> grade	99.0%	98.8%		99.6%	100.0%	99.3%	98.8%		99.7%	99.8%
10 <sup>th</sup> grade	97.2%	98.3%		99.3%	99.8%	97.6%	98.3%		99.3%	99.6%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	54.9%	<b>53.5%</b>	71.4%	74.2%	42.2%	45.1%	<b>57.9%</b>	70.2%	65.1%
4 <sup>th</sup> grade	38.5%	37.0%		68.1%	62.5%	38.0%	42.4%		76.2%	73.8%
5 <sup>th</sup> grade	40.2%	38.7%		68.6%	66.5%	35.4%	30.7%		69.8%	70.2%
6 <sup>th</sup> grade	38.0%	32.4%		73.5%	79.7%	34.9%	36.8%		71.8%	72.2%
7 <sup>th</sup> grade	31.2%	32.9%		66.5%	71.5%	27.2%	22.9%		66.7%	71.5%
8 <sup>th</sup> grade	24.3%	27.5%		62.8%	71.3%	23.6%	31.3%		67.1%	75.1%
10 <sup>th</sup> grade	33.9%	35.6%		74.4%	83.4%	29.2%	37.9%		64.0%	79.9%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	8.9%	10.3%	10.1%
Suspensions Out-of-School & Alternate Site	16.4%	16.8%	13.4%	15.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.1%	0.9%	1.7%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.3%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	69.4%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	10.8%	
Inside Regular Class less than 40% of day	14.7%	17.8%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	2.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	2.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	60.2%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	16.9%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	3.4%
Service Provider Location	9.0%	19.5%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	98.2%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	51.7%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.6%	
Students Ages 3-21 Received ESYS	85.8%	80.4%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	91.9%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Allen Parish  
**Total Public Population:** 4,224

**School Year:** 2008-2009

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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<p><b>FAPE in the LRE</b></p> <p><b>1. Graduation with a High School Diploma</b></p> <p><b>2. Dropping Out of High School</b></p> <p><b>3. Participation and Performance on Statewide Assessment</b></p> <p><b>4. Suspension/Expulsion Rates</b></p> <p><b>5. Educational Environment (ages 6-21)</b></p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p><b>8. Parental Involvement</b></p>	<p><b>Disproportionality</b></p> <p><b>9. Special Education and Related Services</b></p> <p><b>10. Specific Disability Categories</b></p> <p>Effective General Supervision Part B / Child Find</p> <p><b>11. Evaluation Timelines</b></p> <p>Effective General Supervision Part B / Effective Transition</p> <p><b>12. Transition from Part C</b></p> <p>13. Post-secondary Goals</p> <p>14. Post-secondary Outcomes</p>
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Students with Disabilities <sup>a</sup>	12.2%	10.9%
Gifted/Talented Students <sup>a</sup>	3.5%	1.1%
Regular Education Students <sup>a</sup>	84.3%	88.0%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	52.9%	25.0%	65.9%	77.0%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	9.6%	21.0%	6.9%	4.4%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	17.2%
GED/Skills Options	10.7%	13.8%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	8.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	14.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	76.8%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	8.5%	n/a	
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Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	58.7%	70.2%	79.4%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	13.0%	69.0%	76.7%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	17.4%	65.0%	69.6%
Proficient GEE ELA	23.5%	25.0%	63.9%	71.2%
Proficient GEE Math	38.6%	100.0%	74.5%	76.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	98.4%		99.9%	99.7%	99.5%	100.0%		99.9%	99.7%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	99.6%	99.6%	100.0%		99.9%	99.6%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	97.2%		99.8%	100.0%	99.1%	97.2%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.7%	99.3%	100.0%		99.7%	99.7%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.6%	97.6%	100.0%		99.3%	99.6%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	53.2%	<b>53.5%</b>	71.4%	81.5%	42.2%	29.8%	<b>57.9%</b>	70.2%	75.1%	
4 <sup>th</sup> grade	38.5%	50.8%		68.1%	79.3%	38.0%	41.7%		76.2%	87.1%	
5 <sup>th</sup> grade	40.2%	52.8%		68.6%	69.8%	35.4%	36.1%		69.8%	73.1%	
6 <sup>th</sup> grade	38.0%	59.1%		73.5%	80.0%	34.9%	54.6%		71.8%	84.7%	
7 <sup>th</sup> grade	31.2%	17.1%		66.5%	74.2%	27.2%	14.3%		66.7%	83.0%	
8 <sup>th</sup> grade	24.3%	26.8%		62.8%	69.2%	23.6%	34.2%		67.1%	77.3%	
10 <sup>th</sup> grade	33.9%	62.5%		74.4%	77.1%	29.2%	50.0%		64.0%	72.2%	

Discipline Percents <sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	9.2%	10.3%	9.7%
Suspensions Out-of-School & Alternate Site	16.4%	14.7%	13.4%	12.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.7%	0.5%	0.9%	0.6%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	1.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	66.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	27.1%	
Inside Regular Class less than 40% of day	14.7%	5.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	71.4%
In the Regular Early Childhood Program 40-79% of time	4.1%	4.8%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	7.1%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	16.7%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	8.5%	
Students Ages 3-21 Received ESYS	85.8%	62.5%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	76.9%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Ascension Parish  
**Total Public Population:** 19,233

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.8%
Gifted/Talented Students <sup>a</sup>	3.5%	2.0%
Regular Education Students <sup>a</sup>	84.3%	86.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	51.4%	25.0%	65.9%	76.8%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	8.7%	21.0%	6.9%	4.1%

	Special Ed.	
	State	Local
High School Diploma	19.4%	29.8%
GED/Skills Options	10.7%	7.1%
Certificate of Achievement	9.1%	3.6%
Dropped Out	31.4%	28.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	9.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	1.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	89.4%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	9.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	1.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	89.4%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	35.4%	77.8%	80.9%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	29.5%	70.2%	73.8%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	24.6%	69.0%	78.1%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	33.9%	65.0%	82.2%
Proficient GEE ELA	23.5%	29.4%	63.9%	75.7%
Proficient GEE Math	38.6%	55.9%	74.5%	84.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	99.5%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	99.3%		99.9%	99.9%	99.5%	99.3%		99.9%	99.9%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	99.9%	99.3%	100.0%		99.8%	99.9%
7 <sup>th</sup> grade	99.1%	98.5%		99.8%	99.8%	99.1%	98.5%		99.7%	99.7%
8 <sup>th</sup> grade	99.0%	97.5%		99.6%	99.6%	99.3%	98.1%		99.7%	99.6%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.3%	97.6%	100.0%		99.3%	99.4%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	45.9%	<b>53.5%</b>	71.4%	77.2%	42.2%	49.5%	<b>57.9%</b>	70.2%	75.6%
4 <sup>th</sup> grade	38.5%	29.4%		68.1%	71.8%	38.0%	35.7%		76.2%	79.9%
5 <sup>th</sup> grade	40.2%	42.1%		68.6%	78.0%	35.4%	33.6%		69.8%	72.1%
6 <sup>th</sup> grade	38.0%	49.6%		73.5%	82.3%	34.9%	35.9%		71.8%	72.9%
7 <sup>th</sup> grade	31.2%	45.5%		66.5%	81.2%	27.2%	32.8%		66.7%	73.4%
8 <sup>th</sup> grade	24.3%	33.6%		62.8%	79.9%	23.6%	26.5%		67.1%	76.3%
10 <sup>th</sup> grade	33.9%	61.7%		74.4%	84.2%	29.2%	46.8%		64.0%	75.4%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	11.4%	10.3%	10.2%
Suspensions Out-of-School & Alternate Site	16.4%	9.6%	13.4%	6.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.1%	0.9%	0.7%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	86.2%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	6.5%	
Inside Regular Class less than 40% of day	14.7%	6.6%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.6%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.6%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	77.6%
In the Regular Early Childhood Program 40-79% of time	4.1%	2.6%
In the Regular Early Childhood Program less than 40% of time	11.7%	1.0%
Attending a Special Education Program – Separate Class	8.7%	0.3%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	3.0%
Service Provider Location	9.0%	15.5%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	37%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.9%	
Students Ages 3-21 Received ESYS	85.8%	82.9%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	85.9%	
Ages 6 to 21	78.3%	81.8%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

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<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

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<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Assumption Parish  
**Total Public Population:** 4,082

**School Year:** 2008-2009

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><b>FAPE in the LRE</b></p> <p><b>1. Graduation with a High School Diploma</b></p> <p><b>2. Dropping Out of High School</b></p> <p><b>3. Participation and Performance on Statewide Assessment</b></p> <p><b>4. Suspension/Expulsion Rates</b></p> <p><b>5. Educational Environment (ages 6-21)</b></p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p><b>8. Parental Involvement</b></p>	<p><b>Disproportionality</b></p> <p><b>9. Special Education and Related Services</b></p> <p><b>10. Specific Disability Categories</b></p> <p>Effective General Supervision Part B / Child Find</p> <p><b>11. Evaluation Timelines</b></p> <p>Effective General Supervision Part B / Effective Transition</p> <p><b>12. Transition from Part C</b></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 <sup>a</sup>	12.2%	13.1%
Gifted/Talented Students <sup>a</sup>	3.5%	2.0%
Regular Education Students <sup>a</sup>	84.3%	85.0%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	13.6%	<b>25.0%</b>	65.9%	54.7%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	12.8%	<b>21.0%</b>	6.9%	8.3%

	Special Ed.	
	State	Local
High School Diploma	19.4%	7.4%
GED/Skills Options	10.7%	63.0%
Certificate of Achievement	9.1%	3.7%
Dropped Out	31.4%	7.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	17.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	73.4%	99.9%	98.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	17.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	73.8%	99.9%	98.8%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	28.1%	77.8%	81.4%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	25.0%	70.2%	76.0%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	11.1%	69.0%	70.3%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	22.2%	65.0%	69.9%
Proficient GEE ELA	23.5%	16.7%	63.9%	51.3%
Proficient GEE Math	38.6%	66.7%	74.5%	70.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	99.6%	99.6%	100.0%	<b>98.7%</b>	99.9%	99.6%	
4 <sup>th</sup> grade	99.5%	95.5%		99.9%	99.6%	99.5%	95.5%		99.9%	99.6%	
5 <sup>th</sup> grade	99.6%	95.7%		99.9%	99.6%	99.6%	95.7%		99.9%	99.6%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	97.9%	97.6%	100.0%		99.3%	97.9%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	33.3%	<b>53.5%</b>	71.4%	70.0%	42.2%	43.3%	<b>57.9%</b>	70.2%	73.4%	
4 <sup>th</sup> grade	38.5%	28.6%		68.1%	71.6%	38.0%	38.1%		76.2%	79.2%	
5 <sup>th</sup> grade	40.2%	25.6%		68.6%	53.9%	35.4%	27.9%		69.8%	51.4%	
6 <sup>th</sup> grade	38.0%	28.6%		73.5%	62.3%	34.9%	20.0%		71.8%	71.2%	
7 <sup>th</sup> grade	31.2%	30.2%		66.5%	63.5%	27.2%	32.1%		66.7%	68.2%	
8 <sup>th</sup> grade	24.3%	21.1%		62.8%	67.4%	23.6%	31.6%		67.1%	68.4%	
10 <sup>th</sup> grade	33.9%	72.7%		74.4%	69.5%	29.2%	54.6%		64.0%	51.3%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	8.3%	10.3%	6.9%
Suspensions Out-of-School & Alternate Site	16.4%	22.0%	13.4%	17.0%
Expulsions In-School	0.1%	0.0%	0.1%	1.1%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.1%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	79.9%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	14.3%	
Inside Regular Class less than 40% of day	14.7%	4.8%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.1%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.1%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	91.1%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	3.8%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	1.3%
Service Provider Location	9.0%	3.8%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	85.7%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.0%	
Students Ages 3-21 Received ESYS	85.8%	72.2%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	87.5%	
Ages 6 to 21	78.3%	76.3%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** Avoyelles Parish  
**Total Public Population:** 6,221

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	8.8%
Gifted/Talented Students <sup>a</sup>	3.5%	0.1%
Regular Education Students <sup>a</sup>	84.3%	91.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	3.0%	<b>25.0%</b>	65.9%	58.9%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	15.3%	<b>21.0%</b>	6.9%	7.8%

	Special Ed.	
	State	Local
High School Diploma	19.4%	7.5%
GED/Skills Options	10.7%	20.8%
Certificate of Achievement	9.1%	7.5%
Dropped Out	31.4%	24.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	15.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	8.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	75.2%	99.9%	99.6%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	15.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	8.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	75.2%	99.9%	99.6%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	50.0%	77.8%	66.5%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	45.5%	70.2%	56.2%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	10.7%	69.0%	52.6%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	14.3%	65.0%	56.1%
Proficient GEE ELA	23.5%	11.1%	63.9%	62.0%
Proficient GEE Math	38.6%	44.4%	74.5%	75.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	98.7%	99.9%	100.0%	99.6%	100.0%	98.7%	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	99.8%	99.5%	100.0%		99.9%	99.8%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	99.7%	99.6%	100.0%		99.9%	99.7%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	96.5%		99.8%	98.8%	99.1%	96.5%		99.7%	98.8%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.0%	99.3%	100.0%		99.7%	99.0%
10 <sup>th</sup> grade	97.2%	92.9%		99.3%	97.4%	97.6%	92.9%		99.3%	98.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	39.4%	53.5%	71.4%	59.8%	42.2%	33.3%	57.9%	70.2%	64.2%
4 <sup>th</sup> grade	38.5%	36.1%		68.1%	56.3%	38.0%	41.7%		76.2%	65.3%
5 <sup>th</sup> grade	40.2%	47.8%		68.6%	61.6%	35.4%	39.1%		69.8%	65.0%
6 <sup>th</sup> grade	38.0%	37.5%		73.5%	68.9%	34.9%	29.2%		71.8%	68.9%
7 <sup>th</sup> grade	31.2%	23.2%		66.5%	44.3%	27.2%	17.9%		66.7%	46.3%
8 <sup>th</sup> grade	24.3%	22.5%		62.8%	51.5%	23.6%	15.0%		67.1%	48.5%
10 <sup>th</sup> grade	33.9%	41.7%		74.4%	74.0%	29.2%	16.7%		64.0%	61.5%

Discipline Percents <sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	1.7%
Suspensions Out-of-School & Alternate Site	16.4%	0.2%	13.4%	25.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.2%	0.9%	0.3%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	84.9%	62.69%
Inside Regular Class 40-79% of day	20.2%	1.6%	
Inside Regular Class less than 40% of day	14.7%	10.4%	12.94%
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	3.1%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	3.1%	2.14%

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	58.1%
In the Regular Early Childhood Program 40-79% of time	4.1%	10.8%
In the Regular Early Childhood Program less than 40% of time	11.7%	9.7%
Attending a Special Education Program – Separate Class	8.7%	10.8%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	2.2%
Service Provider Location	9.0%	8.6%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	41%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	85.7%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.9%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	64.9%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Beauregard Parish  
**Total Public Population:** 6,041

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	15.3%
Gifted/Talented Students <sup>a</sup>	3.5%	1.6%
Regular Education Students <sup>a</sup>	84.3%	83.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	48.0%	<b>25.0%</b>	65.9%	84.1%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	3.4%	<b>21.0%</b>	6.9%	0.8%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	21.9%
GED/Skills Options	10.7%	23.4%
Certificate of Achievement	9.1%	10.9%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	6.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	11.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	81.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	6.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	11.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	81.7%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	41.5%	77.8%	85.9%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	45.3%	70.2%	83.9%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	18.6%	69.0%	69.3%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	23.3%	65.0%	66.5%
Proficient GEE ELA	23.5%	30.4%	63.9%	69.5%
Proficient GEE Math	38.6%	43.5%	74.5%	76.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	99.5%	99.5%	100.0%		99.9%	99.5%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.8%	99.1%	100.0%		99.7%	99.8%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	96.9%		99.3%	99.7%	97.6%	96.9%		99.3%	99.7%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	64.0%	<b>53.5%</b>	71.4%	86.2%	42.2%	48.8%	<b>57.9%</b>	70.2%	84.4%
4 <sup>th</sup> grade	38.5%	44.2%		68.1%	84.1%	38.0%	34.9%		76.2%	86.3%
5 <sup>th</sup> grade	40.2%	47.3%		68.6%	78.0%	35.4%	29.1%		69.8%	79.8%
6 <sup>th</sup> grade	38.0%	42.4%		73.5%	72.8%	34.9%	32.2%		71.8%	78.8%
7 <sup>th</sup> grade	31.2%	34.4%		66.5%	68.4%	27.2%	35.9%		66.7%	70.3%
8 <sup>th</sup> grade	24.3%	18.2%		62.8%	66.2%	23.6%	16.4%		67.1%	68.8%
10 <sup>th</sup> grade	33.9%	46.9%		74.4%	76.9%	29.2%	40.6%		64.0%	69.6%

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	18.9%		10.3%	18.3%
Suspensions Out-of-School & Alternate Site	16.4%	8.9%		13.4%	7.2%
Expulsions In-School	0.1%	0.0%		0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.1%		0.9%	0.4%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.2%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	59.9%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	29.7%	
Inside Regular Class less than 40% of day	14.7%	10.1%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.3%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.3%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	91.9%
In the Regular Early Childhood Program 40-79% of time	4.1%	2.2%
In the Regular Early Childhood Program less than 40% of time	11.7%	2.9%
Attending a Special Education Program – Separate Class	8.7%	1.5%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	1.5%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	88.9%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.9%	
Students Ages 3-21 Received ESYS	85.8%	70.4%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	63.6%	
Ages 6 to 21	78.3%	86.8%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
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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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** Bienville Parish  
**Total Public Population:** 2,219

**School Year:** 2008-2009

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><b>FAPE in the LRE</b></p> <p><b>1. Graduation with a High School Diploma</b></p> <p><b>2. Dropping Out of High School</b></p> <p><b>3. Participation and Performance on Statewide Assessment</b></p> <p><b>4. Suspension/Expulsion Rates</b></p> <p><b>5. Educational Environment (ages 6-21)</b></p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p><b>8. Parental Involvement</b></p>	<p><b>Disproportionality</b></p> <p><b>9. Special Education and Related Services</b></p> <p><b>10. Specific Disability Categories</b></p> <p>Effective General Supervision Part B / Child Find</p> <p><b>11. Evaluation Timelines</b></p> <p>Effective General Supervision Part B / Effective Transition</p> <p><b>12. Transition from Part C</b></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 <sup>a</sup>	12.2%	10.2%
Gifted/Talented Students <sup>a</sup>	3.5%	0.4%
Regular Education Students <sup>a</sup>	84.3%	89.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	46.2%	<b>25.0%</b>	65.9%	75.6%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	8.1%	<b>21.0%</b>	6.9%	3.9%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	23.8%
GED/Skills Options	10.7%	9.5%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	4.8%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	12.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	27.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	60.2%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	12.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	27.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	60.2%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	38.5%	77.8%	66.7%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	46.2%	70.2%	59.7%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	37.5%	69.0%	63.3%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	37.5%	65.0%	50.0%
Proficient GEE ELA	23.5%	14.3%	63.9%	63.6%
Proficient GEE Math	38.6%	42.9%	74.5%	80.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	99.3%	99.6%	100.0%	<b>98.7%</b>	99.9%	99.3%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.3%	99.1%	100.0%		99.7%	99.3%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.2%	97.6%	100.0%		99.3%	99.2%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	80.0%	<b>53.5%</b>	71.4%	72.5%	42.2%	40.0%	<b>57.9%</b>	70.2%	71.8%
4 <sup>th</sup> grade	38.5%	34.5%		68.1%	56.1%	38.0%	27.6%		76.2%	64.0%
5 <sup>th</sup> grade	40.2%	31.3%		68.6%	56.4%	35.4%	12.5%		69.8%	73.8%
6 <sup>th</sup> grade	38.0%	30.8%		73.5%	76.2%	34.9%	38.5%		71.8%	72.8%
7 <sup>th</sup> grade	31.2%	23.1%		66.5%	72.5%	27.2%	7.7%		66.7%	69.7%
8 <sup>th</sup> grade	24.3%	27.3%		62.8%	49.4%	23.6%	18.2%		67.1%	62.2%
10 <sup>th</sup> grade	33.9%	33.3%		74.4%	79.5%	29.2%	11.1%		64.0%	62.2%

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	6.5%		10.3%	4.5%
Suspensions Out-of-School & Alternate Site	16.4%	21.6%		13.4%	12.5%
Expulsions In-School	0.1%	0.0%		0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.4%		0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	2.3%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	79.6%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	12.5%	
Inside Regular Class less than 40% of day	14.7%	7.4%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.5%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	50.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	50.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	33.3%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.6%	
Students Ages 3-21 Received ESYS	85.8%	50.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	94.4%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Bossier Parish  
**Total Public Population:** 19,725

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.2%
Gifted/Talented Students <sup>a</sup>	3.5%	2.6%
Regular Education Students <sup>a</sup>	84.3%	86.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	30.8%	<b>25.0%</b>	65.9%	77.5%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	10.7%	<b>21.0%</b>	6.9%	4.1%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	16.6%
GED/Skills Options	10.7%	13.2%
Certificate of Achievement	9.1%	9.3%
Dropped Out	31.4%	24.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	10.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	11.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	78.2%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	10.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	11.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	78.4%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	44.1%	77.8%	82.4%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	44.1%	70.2%	78.5%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	30.9%	69.0%	75.6%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	28.4%	65.0%	68.5%
Proficient GEE ELA	23.5%	9.3%	63.9%	59.8%
Proficient GEE Math	38.6%	27.3%	74.5%	72.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	99.6%		99.9%	99.8%	99.5%	99.6%		99.9%	99.9%
5 <sup>th</sup> grade	99.6%	99.4%		99.9%	99.8%	99.6%	98.9%		99.9%	99.8%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	99.3%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	99.2%		99.8%	99.8%	99.1%	99.2%		99.7%	99.9%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	97.6%		99.3%	99.8%	97.6%	100.0%		99.3%	99.8%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	46.1%	<b>53.5%</b>	71.4%	76.8%	42.2%	42.5%	<b>57.9%</b>	70.2%	74.4%
4 <sup>th</sup> grade	38.5%	40.8%		68.1%	76.9%	38.0%	43.5%		76.2%	82.0%
5 <sup>th</sup> grade	40.2%	43.8%		68.6%	71.5%	35.4%	38.6%		69.8%	75.2%
6 <sup>th</sup> grade	38.0%	40.0%		73.5%	73.5%	34.9%	34.1%		71.8%	75.5%
7 <sup>th</sup> grade	31.2%	44.7%		66.5%	73.1%	27.2%	31.7%		66.7%	75.0%
8 <sup>th</sup> grade	24.3%	31.9%		62.8%	67.6%	23.6%	36.9%		67.1%	75.0%
10 <sup>th</sup> grade	33.9%	23.7%		74.4%	73.1%	29.2%	28.0%		64.0%	59.9%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	19.5%	10.3%	15.7%
Suspensions Out-of-School & Alternate Site	16.4%	11.0%	13.4%	7.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.4%	0.9%	0.8%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.3%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	59.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	31.2%	
Inside Regular Class less than 40% of day	14.7%	9.5%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.2%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.2%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	59.2%
In the Regular Early Childhood Program 40-79% of time	4.1%	1.6%
In the Regular Early Childhood Program less than 40% of time	11.7%	24.5%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	14.7%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	97.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.0%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	87.5%	
Ages 6 to 21	78.3%	88.2%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Caddo Parish  
**Total Public Population:** 42,730

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	10.5%
Gifted/Talented Students <sup>a</sup>	3.5%	4.1%
Regular Education Students <sup>a</sup>	84.3%	85.5%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	29.6%	<b>25.0%</b>	65.9%	59.0%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	17.4%	<b>21.0%</b>	6.9%	9.5%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	15.6%
GED/Skills Options	10.7%	14.2%
Certificate of Achievement	9.1%	4.9%
Dropped Out	31.4%	48.8%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	17.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	9.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	73.0%	99.9%	99.7%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	17.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	9.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	73.0%	99.9%	99.7%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	35.2%	77.8%	74.9%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	41.3%	70.2%	69.0%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	9.2%	69.0%	61.7%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	15.3%	65.0%	54.4%
Proficient GEE ELA	23.5%	12.9%	63.9%	61.6%
Proficient GEE Math	38.6%	18.1%	74.5%	68.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	99.9%	99.6%	100.0%	<b>98.7%</b>	99.9%	99.9%
4 <sup>th</sup> grade	99.5%	99.5%		99.9%	99.9%	99.5%	99.3%		99.9%	99.9%
5 <sup>th</sup> grade	99.6%	98.6%		99.9%	100.0%	99.6%	98.9%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	97.9%		99.8%	99.9%	99.3%	98.4%		99.8%	99.9%
7 <sup>th</sup> grade	99.1%	98.6%		99.8%	99.7%	99.1%	98.6%		99.7%	99.7%
8 <sup>th</sup> grade	99.0%	99.2%		99.6%	99.4%	99.3%	99.5%		99.7%	99.7%
10 <sup>th</sup> grade	97.2%	95.8%		99.3%	99.4%	97.6%	96.6%		99.3%	99.5%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	40.3%	<b>53.5%</b>	71.4%	61.8%	42.2%	35.2%	<b>57.9%</b>	70.2%	63.6%
4 <sup>th</sup> grade	38.5%	38.0%		68.1%	66.5%	38.0%	32.0%		76.2%	72.8%
5 <sup>th</sup> grade	40.2%	34.7%		68.6%	62.5%	35.4%	28.3%		69.8%	66.1%
6 <sup>th</sup> grade	38.0%	33.9%		73.5%	67.6%	34.9%	28.3%		71.8%	67.5%
7 <sup>th</sup> grade	31.2%	27.7%		66.5%	58.3%	27.2%	26.3%		66.7%	60.5%
8 <sup>th</sup> grade	24.3%	21.0%		62.8%	50.0%	23.6%	20.5%		67.1%	57.5%
10 <sup>th</sup> grade	33.9%	27.7%		74.4%	67.8%	29.2%	24.1%		64.0%	61.7%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	11.2%	10.3%	14.7%
Suspensions Out-of-School & Alternate Site	16.4%	17.3%	13.4%	14.2%
Expulsions In-School	0.1%	0.1%	0.1%	0.3%
Expulsions Out-of-School & Alternate Site	0.7%	0.3%	0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	23	0.3%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	54.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	18.4%	
Inside Regular Class less than 40% of day	14.7%	26.5%	<b>12.94%</b>
Separate School	0.4%	0.7%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.4%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	61.7%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.6%
In the Regular Early Childhood Program less than 40% of time	11.7%	30.6%
Attending a Special Education Program – Separate Class	8.7%	3.4%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	2.0%
Service Provider Location	9.0%	1.7%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	31%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	77.5%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.5%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	77.9%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

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<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Calcasieu Parish  
**Total Public Population:** 32,703

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	15.1%
Gifted/Talented Students <sup>a</sup>	3.5%	2.8%
Regular Education Students <sup>a</sup>	84.3%	82.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	46.2%	25.0%	65.9%	76.7%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	5.8%	21.0%	6.9%	4.0%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	28.6%
GED/Skills Options	10.7%	11.7%
Certificate of Achievement	9.1%	6.9%
Dropped Out	31.4%	15.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	5.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	21.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	73.4%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	5.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	21.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	73.5%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	50.2%	77.8%	82.5%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	50.8%	70.2%	76.9%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	24.1%	69.0%	72.2%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	34.9%	65.0%	68.1%
Proficient GEE ELA	23.5%	45.2%	63.9%	72.2%
Proficient GEE Math	38.6%	52.4%	74.5%	78.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	99.6%		99.9%	100.0%	99.5%	99.6%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	99.7%		99.9%	99.9%	99.6%	99.7%		99.9%	99.9%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	99.7%		99.8%	99.8%	99.1%	99.4%		99.7%	99.8%
8 <sup>th</sup> grade	99.0%	99.8%		99.6%	100.0%	99.3%	99.8%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	98.7%		99.3%	99.7%	97.6%	98.7%		99.3%	99.7%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	55.2%	<b>53.5%</b>	71.4%	78.6%	42.2%	46.4%	<b>57.9%</b>	70.2%	78.1%
4 <sup>th</sup> grade	38.5%	44.3%		68.1%	75.9%	38.0%	43.9%		76.2%	81.9%
5 <sup>th</sup> grade	40.2%	45.7%		68.6%	74.4%	35.4%	41.0%		69.8%	76.9%
6 <sup>th</sup> grade	38.0%	35.5%		73.5%	76.1%	34.9%	35.5%		71.8%	78.5%
7 <sup>th</sup> grade	31.2%	41.4%		66.5%	77.0%	27.2%	33.0%		66.7%	75.6%
8 <sup>th</sup> grade	24.3%	27.8%		62.8%	66.8%	23.6%	29.4%		67.1%	71.0%
10 <sup>th</sup> grade	33.9%	45.1%		74.4%	78.8%	29.2%	44.8%		64.0%	72.6%

Discipline Percents <sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	12.8%	10.3%	12.4%
Suspensions Out-of-School & Alternate Site	16.4%	15.7%	13.4%	12.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	1.1%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	52	0.9%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	60.9%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	19.9%	
Inside Regular Class less than 40% of day	14.7%	18.5%	<b>12.94%</b>
Separate School	0.4%	0.2%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.4%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.7%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	51.4%
In the Regular Early Childhood Program 40-79% of time	4.1%	5.6%
In the Regular Early Childhood Program less than 40% of time	11.7%	33.0%
Attending a Special Education Program – Separate Class	8.7%	5.6%
Attending a Special Education Program – Separate School	0.2%	0.2%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	1.4%
Service Provider Location	9.0%	2.9%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	99.4%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	71.1%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.6%	
Students Ages 3-21 Received ESYS	85.8%	78.6%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	51.0%	
Ages 6 to 21	78.3%	56.2%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** Caldwell Parish  
**Total Public Population:** 1,715

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	14.2%
Gifted/Talented Students <sup>a</sup>	3.5%	2.1%
Regular Education Students <sup>a</sup>	84.3%	83.7%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	72.7%	25.0%	65.9%	73.7%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	0.0%	21.0%	6.9%	1.9%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	16.7%
GED/Skills Options	10.7%	16.7%
Certificate of Achievement	9.1%	16.7%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	12.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	80.2%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	12.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	80.2%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	26.3%	77.8%	77.1%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	31.6%	70.2%	65.6%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	69.8%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	12.5%	65.0%	60.4%
Proficient GEE ELA	23.5%	0.0%	63.9%	64.4%
Proficient GEE Math	38.6%	0.0%	74.5%	83.9%

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	29.4%	<b>53.5%</b>	71.4%	58.6%	42.2%	35.3%	<b>57.9%</b>	70.2%	63.8%
4 <sup>th</sup> grade	38.5%	34.6%		68.1%	66.0%	38.0%	26.9%		76.2%	76.3%
5 <sup>th</sup> grade	40.2%	45.5%		68.6%	67.4%	35.4%	27.3%		69.8%	83.2%
6 <sup>th</sup> grade	38.0%	57.1%		73.5%	72.8%	34.9%	57.1%		71.8%	80.6%
7 <sup>th</sup> grade	31.2%	25.0%		66.5%	73.7%	27.2%	10.0%		66.7%	79.0%
8 <sup>th</sup> grade	24.3%	18.2%		62.8%	58.8%	23.6%	9.1%		67.1%	68.0%
10 <sup>th</sup> grade	33.9%	30.0%		74.4%	84.5%	29.2%	50.0%		64.0%	66.7%

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	4.5%	10.3%	2.8%
Suspensions Out-of-School & Alternate Site	16.4%	12.0%	13.4%	9.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.3%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.1%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.4%	No

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	87.3%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	9.0%	
Inside Regular Class less than 40% of day	14.7%	3.3%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.5%	<b>2.14%</b>

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	83.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	14.9%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	2.1%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	27%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.0%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Cameron Parish  
**Total Public Population:** 1,346

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	14.6%
Gifted/Talented Students <sup>a</sup>	3.5%	8.1%
Regular Education Students <sup>a</sup>	84.3%	77.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	1.9%	21.0%	6.9%	1.2%

	Special Ed.	
	State	Local
High School Diploma	19.4%	15.0%
GED/Skills Options	10.7%	5.0%
Certificate of Achievement	9.1%	15.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	4.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	12.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	83.2%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	4.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	12.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	83.2%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	50.0%	77.8%	71.1%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	42.9%	70.2%	63.2%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	72.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	33.3%	65.0%	60.8%
Proficient GEE ELA	23.5%	33.3%	63.9%	71.2%
Proficient GEE Math	38.6%	66.7%	74.5%	78.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	99.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	50.0%	<b>53.5%</b>	71.4%	72.0%	42.2%	50.0%	<b>57.9%</b>	70.2%	75.6%
4 <sup>th</sup> grade	38.5%	35.0%		68.1%	63.2%	38.0%	45.0%		76.2%	72.4%
5 <sup>th</sup> grade	40.2%	50.0%		68.6%	65.3%	35.4%	40.0%		69.8%	69.4%
6 <sup>th</sup> grade	38.0%	37.5%		73.5%	76.4%	34.9%	37.5%		71.8%	77.5%
7 <sup>th</sup> grade	31.2%	38.5%		66.5%	63.0%	27.2%	23.1%		66.7%	78.1%
8 <sup>th</sup> grade	24.3%	33.3%		62.8%	59.3%	23.6%	0.0%		67.1%	69.4%
10 <sup>th</sup> grade	33.9%	66.7%		74.4%	78.1%	29.2%	33.3%		64.0%	71.2%

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	2.3%		10.3%	2.8%
Suspensions Out-of-School & Alternate Site	16.4%	4.2%		13.4%	4.8%
Expulsions In-School	0.1%	0.8%		0.1%	0.7%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%		0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.3%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	74.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	19.5%	
Inside Regular Class less than 40% of day	14.7%	4.4%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.3%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.3%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	60.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	36.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	4.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	5.2%	
Students Ages 3-21 Received ESYS	85.8%	84.6%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	79.5%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

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<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

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<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

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<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 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 2.0 or less than 0.20 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
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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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Catahoula Parish  
**Total Public Population:** 1,664

**School Year:** 2008-2009

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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<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	9.9%
Gifted/Talented Students <sup>a</sup>	3.5%	1.7%
Regular Education Students <sup>a</sup>	84.3%	88.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	33.3%	<b>25.0%</b>	65.9%	55.8%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	10.7%	<b>21.0%</b>	6.9%	4.5%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	7.1%
GED/Skills Options	10.7%	21.4%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	11.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	0.0%		
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	88.2%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	12.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	0.0%		
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	88.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	60.0%	77.8%	94.1%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	70.0%	70.2%	83.9%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	71.8%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	50.0%	65.0%	67.0%
Proficient GEE ELA	23.5%	0.0%	63.9%	68.1%
Proficient GEE Math	38.6%	100.0%	74.5%	83.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	38.5%	<b>53.5%</b>	71.4%	73.2%	42.2%	38.5%	<b>57.9%</b>	70.2%	80.3%	
4 <sup>th</sup> grade	38.5%	46.7%		68.1%	83.8%	38.0%	40.0%		76.2%	94.0%	
5 <sup>th</sup> grade	40.2%	56.3%		68.6%	70.5%	35.4%	37.5%		69.8%	76.2%	
6 <sup>th</sup> grade	38.0%	45.5%		73.5%	89.3%	34.9%	36.4%		71.8%	72.8%	
7 <sup>th</sup> grade	31.2%	45.5%		66.5%	91.3%	27.2%	36.4%		66.7%	80.0%	
8 <sup>th</sup> grade	24.3%	50.0%		62.8%	68.3%	23.6%	30.0%		67.1%	72.1%	
10 <sup>th</sup> grade	33.9%	100.0%		74.4%	81.7%	29.2%	50.0%		64.0%	67.4%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	3.8%	10.3%	4.3%
Suspensions Out-of-School & Alternate Site	16.4%	11.3%	13.4%	11.7%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	79.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	15.9%	
Inside Regular Class less than 40% of day	14.7%	5.1%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	57.1%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	9.5%
Attending a Special Education Program – Separate Class	8.7%	14.3%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	19.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	0.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.1%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	0.0%	
Ages 6 to 21	78.3%	69.2%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Claiborne Parish  
**Total Public Population:** 2,332

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	15.7%
Gifted/Talented Students <sup>a</sup>	3.5%	4.6%
Regular Education Students <sup>a</sup>	84.3%	79.7%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	45.2%	<b>25.0%</b>	65.9%	65.5%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	6.7%	<b>21.0%</b>	6.9%	5.5%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	30.0%
GED/Skills Options	10.7%	23.3%
Certificate of Achievement	9.1%	3.3%
Dropped Out	31.4%	23.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	12.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	19.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	66.5%	99.9%	99.6%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	12.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	19.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	66.5%	99.9%	99.6%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	58.3%	77.8%	74.2%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	58.3%	70.2%	70.8%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	7.7%	69.0%	56.2%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	23.1%	65.0%	56.9%
Proficient GEE ELA	23.5%	40.0%	63.9%	54.7%
Proficient GEE Math	38.6%	80.0%	74.5%	66.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	97.7%	97.6%	100.0%		99.3%	97.7%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	45.8%	<b>53.5%</b>	71.4%	76.7%	42.2%	41.7%	<b>57.9%</b>	70.2%	65.9%
4 <sup>th</sup> grade	38.5%	43.3%		68.1%	70.5%	38.0%	40.0%		76.2%	72.5%
5 <sup>th</sup> grade	40.2%	28.0%		68.6%	48.3%	35.4%	12.0%		69.8%	54.5%
6 <sup>th</sup> grade	38.0%	44.4%		73.5%	70.5%	34.9%	44.4%		71.8%	58.9%
7 <sup>th</sup> grade	31.2%	20.8%		66.5%	53.3%	27.2%	16.7%		66.7%	50.7%
8 <sup>th</sup> grade	24.3%	30.0%		62.8%	55.2%	23.6%	26.7%		67.1%	53.7%
10 <sup>th</sup> grade	33.9%	69.2%		74.4%	66.1%	29.2%	53.9%		64.0%	54.3%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	9.2%	10.3%	6.0%
Suspensions Out-of-School & Alternate Site	16.4%	20.0%	13.4%	14.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	11	2.1%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	67.5%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	25.8%	
Inside Regular Class less than 40% of day	14.7%	6.4%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.3%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.3%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	88.2%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	5.9%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	5.9%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	75.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.8%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	83.3%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Concordia Parish  
**Total Public Population:** 3,907

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	9.6%
Gifted/Talented Students <sup>a</sup>	3.5%	2.0%
Regular Education Students <sup>a</sup>	84.3%	88.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	20.8%	<b>25.0%</b>	65.9%	71.6%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	16.1%	<b>21.0%</b>	6.9%	6.1%

	Special Ed.	
	State	Local
High School Diploma	19.4%	20.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	12.0%
Dropped Out	31.4%	12.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	8.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	13.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	77.4%	99.9%	99.7%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	8.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	13.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	77.4%	99.9%	99.7%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	30.8%	77.8%	64.0%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	15.4%	70.2%	58.1%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	6.3%	69.0%	72.5%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	12.5%	65.0%	60.3%
Proficient GEE ELA	23.5%	0.0%	63.9%	57.8%
Proficient GEE Math	38.6%	0.0%	74.5%	64.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	98.5%	97.6%	100.0%		99.3%	98.5%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	35.1%	<b>53.5%</b>	71.4%	68.5%	42.2%	29.7%	<b>57.9%</b>	70.2%	65.2%	
4 <sup>th</sup> grade	38.5%	32.6%		68.1%	54.9%	38.0%	41.3%		76.2%	62.0%	
5 <sup>th</sup> grade	40.2%	25.0%		68.6%	64.3%	35.4%	33.3%		69.8%	64.7%	
6 <sup>th</sup> grade	38.0%	17.1%		73.5%	64.2%	34.9%	20.0%		71.8%	66.8%	
7 <sup>th</sup> grade	31.2%	13.6%		66.5%	64.1%	27.2%	13.6%		66.7%	67.3%	
8 <sup>th</sup> grade	24.3%	15.4%		62.8%	59.2%	23.6%	11.5%		67.1%	71.6%	
10 <sup>th</sup> grade	33.9%	0.0%		74.4%	64.3%	29.2%	10.0%		64.0%	57.0%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	4.7%	10.3%	2.8%
Suspensions Out-of-School & Alternate Site	16.4%	18.9%	13.4%	16.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.7%	0.2%	0.9%	1.1%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	1.8%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	66.7%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	28.4%	
Inside Regular Class less than 40% of day	14.7%	4.6%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.3%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.3%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	53.8%
In the Regular Early Childhood Program 40-79% of time	4.1%	12.8%
In the Regular Early Childhood Program less than 40% of time	11.7%	5.1%
Attending a Special Education Program – Separate Class	8.7%	10.3%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	7.7%
Service Provider Location	9.0%	10.3%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	1.6%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	54.5%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

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<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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  - 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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
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14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** DeSoto Parish  
**Total Public Population:** 4,867

**School Year:** 2008-2009

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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<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
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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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	State	Local
Students with Disabilities <sup>a</sup>	12.2%	11.6%
Gifted/Talented Students <sup>a</sup>	3.5%	1.5%
Regular Education Students <sup>a</sup>	84.3%	86.9%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	33.3%	<b>25.0%</b>	65.9%	68.7%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	17.5%	<b>21.0%</b>	6.9%	7.7%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	16.2%
GED/Skills Options	10.7%	1.5%
Certificate of Achievement	9.1%	20.6%
Dropped Out	31.4%	45.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	9.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	32.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	58.3%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	9.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	32.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	58.5%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	37.9%	77.8%	59.7%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	31.0%	70.2%	47.7%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	8.3%	69.0%	64.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	4.2%	65.0%	60.2%
Proficient GEE ELA	23.5%	0.0%	63.9%	45.4%
Proficient GEE Math	38.6%	21.1%	74.5%	57.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	96.0%		99.9%	100.0%	99.6%	96.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	99.2%	99.3%	100.0%		99.8%	99.2%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	96.8%		99.3%	100.0%	97.6%	96.8%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	35.9%	<b>53.5%</b>	71.4%	57.4%	42.2%	28.2%	<b>57.9%</b>	70.2%	55.7%
4 <sup>th</sup> grade	38.5%	27.7%		68.1%	44.7%	38.0%	27.7%		76.2%	58.1%
5 <sup>th</sup> grade	40.2%	45.8%		68.6%	61.7%	35.4%	45.8%		69.8%	68.4%
6 <sup>th</sup> grade	38.0%	41.9%		73.5%	64.3%	34.9%	35.5%		71.8%	64.6%
7 <sup>th</sup> grade	31.2%	37.5%		66.5%	63.6%	27.2%	66.7%		66.7%	69.1%
8 <sup>th</sup> grade	24.3%	4.0%		62.8%	57.3%	23.6%	10.0%		67.1%	62.0%
10 <sup>th</sup> grade	33.9%	26.7%		74.4%	57.7%	29.2%	20.0%		64.0%	45.6%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	11.6%	10.3%	11.9%
Suspensions Out-of-School & Alternate Site	16.4%	14.3%	13.4%	14.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	1.5%	0.9%	1.5%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	13	1.8%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	73.4%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	18.3%	
Inside Regular Class less than 40% of day	14.7%	6.9%	<b>12.94%</b>
Separate School	0.4%	0.2%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.0%	
Correctional Facilities	0.4%	0.2%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.2%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	50.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	2.6%
In the Regular Early Childhood Program less than 40% of time	11.7%	21.8%
Attending a Special Education Program – Separate Class	8.7%	23.1%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	2.6%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.6%	
Students Ages 3-21 Received ESYS	85.8%	87.5%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	97.6%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** East Baton Rouge Parish  
**Total Public Population:** 43,639

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	10.8%
Gifted/Talented Students <sup>a</sup>	3.5%	2.9%
Regular Education Students <sup>a</sup>	84.3%	86.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	20.2%	<b>25.0%</b>	65.9%	57.5%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	12.9%	<b>21.0%</b>	6.9%	10.2%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	12.2%
GED/Skills Options	10.7%	1.9%
Certificate of Achievement	9.1%	13.1%
Dropped Out	31.4%	51.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	25.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	66.3%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	25.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	66.6%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	41.0%	77.8%	67.2%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	37.1%	70.2%	54.3%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	28.6%	69.0%	62.1%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	31.5%	65.0%	60.0%
Proficient GEE ELA	23.5%	21.2%	63.9%	57.8%
Proficient GEE Math	38.6%	26.4%	74.5%	62.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	99.8%	<b>98.7%</b>	99.9%	99.9%	99.6%	99.5%	<b>98.7%</b>	99.9%	99.9%
4 <sup>th</sup> grade	99.5%	98.6%		99.9%	99.9%	99.5%	98.6%		99.9%	99.9%
5 <sup>th</sup> grade	99.6%	99.4%		99.9%	99.9%	99.6%	99.4%		99.9%	99.9%
6 <sup>th</sup> grade	99.3%	99.4%		99.8%	99.6%	99.3%	99.4%		99.8%	99.6%
7 <sup>th</sup> grade	99.1%	96.5%		99.8%	99.8%	99.1%	97.1%		99.7%	99.8%
8 <sup>th</sup> grade	99.0%	99.5%		99.6%	99.7%	99.3%	100.0%		99.7%	99.8%
10 <sup>th</sup> grade	97.2%	94.9%		99.3%	99.2%	97.6%	96.6%		99.3%	99.2%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	33.9%	<b>53.5%</b>	71.4%	56.6%	42.2%	32.4%	<b>57.9%</b>	70.2%	55.2%
4 <sup>th</sup> grade	38.5%	29.9%		68.1%	51.4%	38.0%	32.8%		76.2%	65.6%
5 <sup>th</sup> grade	40.2%	31.8%		68.6%	59.7%	35.4%	28.5%		69.8%	60.4%
6 <sup>th</sup> grade	38.0%	30.7%		73.5%	62.7%	34.9%	28.1%		71.8%	58.4%
7 <sup>th</sup> grade	31.2%	26.1%		66.5%	58.1%	27.2%	19.8%		66.7%	54.0%
8 <sup>th</sup> grade	24.3%	25.3%		62.8%	55.8%	23.6%	28.2%		67.1%	58.2%
10 <sup>th</sup> grade	33.9%	20.6%		74.4%	62.5%	29.2%	22.5%		64.0%	58.3%

Discipline Percents <sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.1%	10.3%	0.1%
Suspensions Out-of-School & Alternate Site	16.4%	24.2%	13.4%	24.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	1.4%	0.9%	1.6%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	430	6.8%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	63.2%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	11.6%	
Inside Regular Class less than 40% of day	14.7%	24.2%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.9%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.9%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	70.7%
In the Regular Early Childhood Program 40-79% of time	4.1%	1.2%
In the Regular Early Childhood Program less than 40% of time	11.7%	16.8%
Attending a Special Education Program – Separate Class	8.7%	4.5%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	3.5%
Service Provider Location	9.0%	3.3%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	86.6%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.7%	
Students Ages 3-21 Received ESYS	85.8%	82.8%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	97.9%	
Ages 6 to 21	78.3%	65.2%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** East Carroll Parish  
**Total Public Population:** 1,396

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	10.9%
Gifted/Talented Students <sup>a</sup>	3.5%	0.1%
Regular Education Students <sup>a</sup>	84.3%	89.0%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	100.0%	<b>25.0%</b>	65.9%	72.1%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	5.8%	<b>21.0%</b>	6.9%	4.7%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	4.8%
GED/Skills Options	10.7%	19.0%
Certificate of Achievement	9.1%	9.5%
Dropped Out	31.4%	33.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	11.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	11.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	77.8%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	11.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	11.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	77.8%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	54.6%	77.8%	82.7%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	36.4%	70.2%	68.3%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	12.5%	69.0%	71.2%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	25.0%	65.0%	83.7%
Proficient GEE ELA	23.5%	0.0%	63.9%	54.2%
Proficient GEE Math	38.6%	0.0%	74.5%	51.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	99.0%	99.6%	100.0%		99.9%	99.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	98.8%	99.3%	100.0%		99.8%	98.8%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	23.1%	<b>53.5%</b>	71.4%	49.5%	42.2%	30.8%	<b>57.9%</b>	70.2%	58.1%
4 <sup>th</sup> grade	38.5%	38.5%		68.1%	72.2%	38.0%	53.9%		76.2%	81.1%
5 <sup>th</sup> grade	40.2%	37.5%		68.6%	56.1%	35.4%	37.5%		69.8%	70.4%
6 <sup>th</sup> grade	38.0%	22.2%		73.5%	68.8%	34.9%	11.1%		71.8%	73.8%
7 <sup>th</sup> grade	31.2%	33.3%		66.5%	41.9%	27.2%	33.3%		66.7%	32.4%
8 <sup>th</sup> grade	24.3%	22.2%		62.8%	79.7%	23.6%	22.2%		67.1%	66.1%
10 <sup>th</sup> grade	33.9%	0.0%		74.4%	49.1%	29.2%	0.0%		64.0%	55.4%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.5%	10.3%	0.9%
Suspensions Out-of-School & Alternate Site	16.4%	15.1%	13.4%	24.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	1.5%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	89.1%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	10.9%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	89.5%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	10.5%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	43%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	69.2%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

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<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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.
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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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** East Feliciana Parish  
**Total Public Population:** 2,221

**School Year:** 2008-2009

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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<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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:  
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	State	Local
Students with Disabilities <sup>a</sup>	12.2%	13.0%
Gifted/Talented Students <sup>a</sup>	3.5%	0.4%
Regular Education Students <sup>a</sup>	84.3%	86.6%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	72.2%	25.0%	65.9%	71.7%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	9.5%	21.0%	6.9%	6.0%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	13.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	13.0%
Dropped Out	31.4%	34.8%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	6.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	40.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	53.5%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	4.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	40.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	54.4%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	45.5%	77.8%	70.1%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	36.4%	70.2%	54.1%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	33.3%	69.0%	54.3%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	33.3%	65.0%	48.8%
Proficient GEE ELA	23.5%	0.0%	63.9%	56.9%
Proficient GEE Math	38.6%	25.0%	74.5%	63.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	96.6%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	96.7%		99.9%	99.3%	99.6%	96.7%		99.9%	99.3%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.3%	99.3%	100.0%		99.7%	99.3%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	47.4%	<b>53.5%</b>	71.4%	51.3%	42.2%	28.6%	<b>57.9%</b>	70.2%	51.9%
4 <sup>th</sup> grade	38.5%	31.0%		68.1%	52.7%	38.0%	31.0%		76.2%	67.7%
5 <sup>th</sup> grade	40.2%	27.6%		68.6%	48.6%	35.4%	24.1%		69.8%	45.1%
6 <sup>th</sup> grade	38.0%	31.8%		73.5%	69.3%	34.9%	18.2%		71.8%	66.9%
7 <sup>th</sup> grade	31.2%	41.7%		66.5%	43.6%	27.2%	37.5%		66.7%	44.4%
8 <sup>th</sup> grade	24.3%	30.8%		62.8%	47.0%	23.6%	23.1%		67.1%	53.0%
10 <sup>th</sup> grade	33.9%	0.0%		74.4%	63.8%	29.2%	15.4%		64.0%	56.9%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	4.7%	10.3%	9.9%
Suspensions Out-of-School & Alternate Site	16.4%	13.7%	13.4%	14.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.7%	0.6%	0.9%	1.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	1.7%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	67.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	19.9%	
Inside Regular Class less than 40% of day	14.7%	11.2%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.1%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.1%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	78.3%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	21.7%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	39%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	50.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.3%	
Students Ages 3-21 Received ESYS	85.8%	66.7%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	0.0%	
Ages 6 to 21	78.3%	50.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Evangeline Parish  
**Total Public Population:** 5,942

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	14.5%
Gifted/Talented Students <sup>a</sup>	3.5%	0.7%
Regular Education Students <sup>a</sup>	84.3%	84.9%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	30.3%	<b>25.0%</b>	65.9%	66.8%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	12.7%	<b>21.0%</b>	6.9%	6.6%

	Special Ed.	
	State	Local
High School Diploma	19.4%	23.9%
GED/Skills Options	10.7%	10.9%
Certificate of Achievement	9.1%	8.7%
Dropped Out	31.4%	47.8%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	10.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	31.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	57.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	10.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	31.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	58.2%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	62.5%	77.8%	80.4%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	45.8%	70.2%	73.0%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	43.5%	69.0%	79.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	26.1%	65.0%	72.9%
Proficient GEE ELA	23.5%	28.6%	63.9%	65.6%
Proficient GEE Math	38.6%	42.9%	74.5%	71.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	98.9%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.7%	99.1%	100.0%		99.7%	99.7%	
8 <sup>th</sup> grade	99.0%	95.5%		99.6%	100.0%	99.3%	98.5%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	35.6%	<b>53.5%</b>	71.4%	76.5%	42.2%	33.9%	<b>57.9%</b>	70.2%	77.7%	
4 <sup>th</sup> grade	38.5%	33.7%		68.1%	72.5%	38.0%	44.9%		76.2%	80.5%	
5 <sup>th</sup> grade	40.2%	36.5%		68.6%	71.0%	35.4%	29.7%		69.8%	74.5%	
6 <sup>th</sup> grade	38.0%	42.0%		73.5%	78.1%	34.9%	39.1%		71.8%	77.9%	
7 <sup>th</sup> grade	31.2%	32.9%		66.5%	66.4%	27.2%	38.2%		66.7%	64.8%	
8 <sup>th</sup> grade	24.3%	20.3%		62.8%	71.9%	23.6%	34.4%		67.1%	77.6%	
10 <sup>th</sup> grade	33.9%	35.7%		74.4%	71.4%	29.2%	32.6%		64.0%	65.8%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.7%
Suspensions Out-of-School & Alternate Site	16.4%	25.0%	13.4%	16.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.1%	0.9%	1.1%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.1%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	49.7%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	21.7%	
Inside Regular Class less than 40% of day	14.7%	27.6%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	55.1%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	4.3%
Attending a Special Education Program – Separate Class	8.7%	10.1%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	18.8%
Service Provider Location	9.0%	11.6%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	35.7%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.0%	
Students Ages 3-21 Received ESYS	85.8%	88.9%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	53.8%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Franklin Parish  
**Total Public Population:** 3,248

**School Year:** 2008-2009

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><b>FAPE in the LRE</b></p> <p><b>1. Graduation with a High School Diploma</b></p> <p><b>2. Dropping Out of High School</b></p> <p><b>3. Participation and Performance on Statewide Assessment</b></p> <p><b>4. Suspension/Expulsion Rates</b></p> <p><b>5. Educational Environment (ages 6-21)</b></p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p><b>8. Parental Involvement</b></p>	<p><b>Disproportionality</b></p> <p><b>9. Special Education and Related Services</b></p> <p><b>10. Specific Disability Categories</b></p> <p>Effective General Supervision Part B / Child Find</p> <p><b>11. Evaluation Timelines</b></p> <p>Effective General Supervision Part B / Effective Transition</p> <p><b>12. Transition from Part C</b></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 <sup>a</sup>	12.2%	11.5%
Gifted/Talented Students <sup>a</sup>	3.5%	1.2%
Regular Education Students <sup>a</sup>	84.3%	87.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	20.0%	<b>25.0%</b>	65.9%	63.5%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	14.9%	<b>21.0%</b>	6.9%	7.2%

	Special Ed.	
	State	Local
High School Diploma	19.4%	20.0%
GED/Skills Options	10.7%	15.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	40.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	9.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	14.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	76.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	9.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	14.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	76.5%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	14.8%	77.8%	66.3%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	18.5%	70.2%	65.9%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	20.0%	69.0%	70.4%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	33.3%	65.0%	61.7%
Proficient GEE ELA	23.5%	0.0%	63.9%	58.6%
Proficient GEE Math	38.6%	0.0%	74.5%	64.1%

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	95.5%	<b>98.7%</b>	99.9%	100.0%	99.6%	95.5%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.5%	99.1%	100.0%		99.7%	99.5%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.3%	97.6%	100.0%		99.3%	99.3%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	28.6%	<b>53.5%</b>	71.4%	68.5%	42.2%	28.6%	<b>57.9%</b>	70.2%	64.3%
4 <sup>th</sup> grade	38.5%	22.7%		68.1%	64.6%	38.0%	20.5%		76.2%	66.2%
5 <sup>th</sup> grade	40.2%	39.1%		68.6%	56.0%	35.4%	21.7%		69.8%	58.6%
6 <sup>th</sup> grade	38.0%	27.0%		73.5%	71.1%	34.9%	29.7%		71.8%	73.0%
7 <sup>th</sup> grade	31.2%	20.0%		66.5%	47.4%	27.2%	32.0%		66.7%	51.2%
8 <sup>th</sup> grade	24.3%	44.4%		62.8%	59.3%	23.6%	27.8%		67.1%	67.9%
10 <sup>th</sup> grade	33.9%	40.0%		74.4%	64.5%	29.2%	40.0%		64.0%	58.9%

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	9.8%	10.3%	12.1%
Suspensions Out-of-School & Alternate Site	16.4%	24.1%	13.4%	17.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	2.1%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	69.2%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	15.6%	
Inside Regular Class less than 40% of day	14.7%	14.1%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.2%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.2%	<b>2.14%</b>

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	64.3%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	14.3%
Attending a Special Education Program – Separate Class	8.7%	7.1%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	10.7%
Service Provider Location	9.0%	3.6%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	81.8%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.2%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	72.2%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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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<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

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\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

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## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
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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.
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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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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  - a. **Inside the regular class 80% or more of the day**
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  - 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. **Attending separate special education class, separate school, or residential facility.**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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
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  - a. **Enrolled in higher education within one year of leaving high school**
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  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Grant Parish  
**Total Public Population:** 3,433

**School Year:** 2008-2009

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

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Gifted/Talented Students <sup>a</sup>	3.5%	1.1%
Regular Education Students <sup>a</sup>	84.3%	83.7%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	84.2%	25.0%	65.9%	70.5%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	14.2%	21.0%	6.9%	4.9%

	Special Ed.	
	State	Local
High School Diploma	19.4%	26.7%
GED/Skills Options	10.7%	4.4%
Certificate of Achievement	9.1%	2.2%
Dropped Out	31.4%	24.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	3.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	10.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	86.3%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	3.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	10.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	86.3%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	56.4%	77.8%	83.5%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	53.9%	70.2%	74.8%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	62.6%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	25.0%	65.0%	67.7%
Proficient GEE ELA	23.5%	25.0%	63.9%	67.1%
Proficient GEE Math	38.6%	58.3%	74.5%	80.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.6%	99.1%	100.0%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.5%	97.6%	100.0%		99.3%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	51.7%	<b>53.5%</b>	71.4%	75.7%	42.2%	35.0%	<b>57.9%</b>	70.2%	81.7%	
4 <sup>th</sup> grade	38.5%	46.4%		68.1%	74.2%	38.0%	46.4%		76.2%	81.5%	
5 <sup>th</sup> grade	40.2%	37.5%		68.6%	65.4%	35.4%	35.0%		69.8%	65.4%	
6 <sup>th</sup> grade	38.0%	41.9%		73.5%	83.6%	34.9%	32.3%		71.8%	82.2%	
7 <sup>th</sup> grade	31.2%	30.8%		66.5%	73.2%	27.2%	23.1%		66.7%	69.3%	
8 <sup>th</sup> grade	24.3%	20.0%		62.8%	68.3%	23.6%	5.0%		67.1%	61.9%	
10 <sup>th</sup> grade	33.9%	50.0%		74.4%	80.8%	29.2%	31.3%		64.0%	66.7%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	11.6%	10.3%	10.2%
Suspensions Out-of-School & Alternate Site	16.4%	7.4%	13.4%	3.7%
Expulsions In-School	0.1%	0.8%	0.1%	0.5%
Expulsions Out-of-School & Alternate Site	0.7%	1.3%	0.9%	0.4%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.9%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	80.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	17.4%	
Inside Regular Class less than 40% of day	14.7%	0.8%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	82.5%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	1.8%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	12.3%
Service Provider Location	9.0%	3.5%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	80.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	1.0%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	66.7%	
Ages 6 to 21	78.3%	96.7%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** Iberia Parish  
**Total Public Population:** 13,810

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	12.2%
Gifted/Talented Students <sup>a</sup>	3.5%	2.7%
Regular Education Students <sup>a</sup>	84.3%	85.2%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	17.9%	25.0%	65.9%	58.2%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	15.6%	21.0%	6.9%	7.2%

	Special Ed.	
	State	Local
High School Diploma	19.4%	18.5%
GED/Skills Options	10.7%	14.2%
Certificate of Achievement	9.1%	4.9%
Dropped Out	31.4%	34.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	8.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	16.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	75.4%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	16.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	75.5%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	40.5%	77.8%	80.8%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	48.8%	70.2%	73.8%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	20.0%	69.0%	69.5%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	43.3%	65.0%	71.8%
Proficient GEE ELA	23.5%	20.8%	63.9%	69.1%
Proficient GEE Math	38.6%	58.3%	74.5%	85.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	99.3%		99.9%	99.9%	99.5%	100.0%		99.9%	99.9%	
5 <sup>th</sup> grade	99.6%	98.4%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	98.2%		99.8%	99.7%	99.3%	98.2%		99.8%	99.7%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.9%	99.1%	100.0%		99.7%	99.9%	
8 <sup>th</sup> grade	99.0%	98.4%		99.6%	99.8%	99.3%	98.4%		99.7%	99.9%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.9%	97.6%	100.0%		99.3%	99.9%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	54.5%	<b>53.5%</b>	71.4%	77.5%	42.2%	51.0%	<b>57.9%</b>	70.2%	70.2%	
4 <sup>th</sup> grade	38.5%	46.2%		68.1%	72.4%	38.0%	39.6%		76.2%	79.8%	
5 <sup>th</sup> grade	40.2%	42.2%		68.6%	71.8%	35.4%	34.7%		69.8%	69.7%	
6 <sup>th</sup> grade	38.0%	42.1%		73.5%	82.0%	34.9%	29.9%		71.8%	72.5%	
7 <sup>th</sup> grade	31.2%	35.5%		66.5%	70.0%	27.2%	17.8%		66.7%	62.6%	
8 <sup>th</sup> grade	24.3%	26.5%		62.8%	71.1%	23.6%	26.5%		67.1%	69.2%	
10 <sup>th</sup> grade	33.9%	52.6%		74.4%	85.4%	29.2%	39.5%		64.0%	69.3%	

Discipline Percents <sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	9.1%	10.3%	9.9%
Suspensions Out-of-School & Alternate Site	16.4%	14.2%	13.4%	9.7%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.3%	0.9%	0.7%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	18	0.8%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	67.9%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	19.8%	
Inside Regular Class less than 40% of day	14.7%	11.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.3%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.3%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	77.6%
In the Regular Early Childhood Program 40-79% of time	4.1%	1.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	6.8%
Attending a Special Education Program – Separate Class	8.7%	5.2%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	4.7%
Service Provider Location	9.0%	4.7%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	38%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	72.2%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.2%	
Students Ages 3-21 Received ESYS	85.8%	80.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	93.8%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Iberville Parish  
**Total Public Population:** 4,307

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.8%
Gifted/Talented Students <sup>a</sup>	3.5%	2.2%
Regular Education Students <sup>a</sup>	84.3%	86.0%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	50.0%	<b>25.0%</b>	65.9%	54.2%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	10.9%	<b>21.0%</b>	6.9%	8.4%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	16.9%
GED/Skills Options	10.7%	18.6%
Certificate of Achievement	9.1%	8.5%
Dropped Out	31.4%	15.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	10.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	16.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	73.2%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	10.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	15.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	73.3%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	57.9%	77.8%	81.1%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	52.6%	70.2%	71.4%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	40.0%	69.0%	67.2%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	6.7%	65.0%	53.9%
Proficient GEE ELA	23.5%	10.0%	63.9%	62.2%
Proficient GEE Math	38.6%	20.0%	74.5%	68.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	99.6%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	98.6%	99.3%	100.0%		99.7%	98.9%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	98.9%	97.6%	100.0%		99.3%	99.5%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	23.5%	<b>53.5%</b>	71.4%	64.1%	42.2%	26.5%	<b>57.9%</b>	70.2%	64.4%
4 <sup>th</sup> grade	38.5%	46.4%		68.1%	70.6%	38.0%	46.4%		76.2%	81.9%
5 <sup>th</sup> grade	40.2%	35.3%		68.6%	63.2%	35.4%	14.7%		69.8%	50.6%
6 <sup>th</sup> grade	38.0%	25.5%		73.5%	60.3%	34.9%	21.3%		71.8%	62.0%
7 <sup>th</sup> grade	31.2%	14.0%		66.5%	52.8%	27.2%	15.8%		66.7%	48.2%
8 <sup>th</sup> grade	24.3%	3.3%		62.8%	51.8%	23.6%	33.3%		67.1%	65.0%
10 <sup>th</sup> grade	33.9%	16.7%		74.4%	68.3%	29.2%	16.7%		64.0%	62.9%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	18.7%	10.3%	19.6%
Suspensions Out-of-School & Alternate Site	16.4%	21.9%	13.4%	15.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	25	4.0%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	62.9%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	24.7%	
Inside Regular Class less than 40% of day	14.7%	10.4%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	2.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	2.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	87.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	1.9%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	9.3%
Service Provider Location	9.0%	1.9%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	5.3%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	90.7%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

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<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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NR Not reported, less than 10 students total

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## State Performance Plan Indicators

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3. **Statewide Assessment Participation and Performance**
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  - 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.
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  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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  - c. **In separate schools, residential placements, or homebound or hospital placements**
6. **Educational Environment (ages 3-5)** – percent of preschool children with IEPs:
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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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  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Jackson Parish  
**Total Public Population:** 2,256

**School Year:** 2008-2009

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Regular Education Students <sup>a</sup>	84.3%	88.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	66.7%	25.0%	65.9%	77.3%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	14.0%	21.0%	6.9%	5.8%
<b>Exiting Special Education <sup>d</sup></b>					

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	State	Local
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Certificate of Achievement	9.1%	3.2%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	3.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	6.6%	n/a	
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Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	30.0%	77.8%	75.5%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	40.0%	70.2%	70.3%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	15.4%	69.0%	65.9%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	23.1%	65.0%	73.6%
Proficient GEE ELA	23.5%	0.0%	63.9%	65.0%
Proficient GEE Math	38.6%	0.0%	74.5%	72.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	15.4%	<b>53.5%</b>	71.4%	71.4%	42.2%	15.4%	<b>57.9%</b>	70.2%	69.4%
4 <sup>th</sup> grade	38.5%	33.3%		68.1%	70.3%	38.0%	25.0%		76.2%	74.2%
5 <sup>th</sup> grade	40.2%	14.3%		68.6%	66.2%	35.4%	14.3%		69.8%	73.9%
6 <sup>th</sup> grade	38.0%	42.9%		73.5%	61.6%	34.9%	28.6%		71.8%	65.8%
7 <sup>th</sup> grade	31.2%	56.3%		66.5%	58.2%	27.2%	31.3%		66.7%	64.9%
8 <sup>th</sup> grade	24.3%	17.7%		62.8%	71.3%	23.6%	11.8%		67.1%	63.0%
10 <sup>th</sup> grade	33.9%	0.0%		74.4%	74.4%	29.2%	0.0%		64.0%	67.0%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	24.1%	10.3%	22.6%
Suspensions Out-of-School & Alternate Site	16.4%	13.6%	13.4%	9.1%
Expulsions In-School	0.1%	0.4%	0.1%	1.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.8%	0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.4%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	85.1%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	8.5%	
Inside Regular Class less than 40% of day	14.7%	5.9%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.5%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	85.7%
In the Regular Early Childhood Program 40-79% of time	4.1%	7.1%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	7.1%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	38%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	1.6%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	50.0%	
Ages 6 to 21	78.3%	92.9%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Jefferson Parish  
**Total Public Population:** 44,027

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.7%
Gifted/Talented Students <sup>a</sup>	3.5%	6.2%
Regular Education Students <sup>a</sup>	84.3%	82.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	24.7%	<b>25.0%</b>	65.9%	60.9%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	10.7%	<b>21.0%</b>	6.9%	8.7%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	17.3%
GED/Skills Options	10.7%	5.2%
Certificate of Achievement	9.1%	16.2%
Dropped Out	31.4%	43.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	10.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	20.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	68.0%	99.9%	99.7%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	10.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	20.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	68.2%	99.9%	99.7%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	34.3%	77.8%	70.2%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	32.8%	70.2%	62.8%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	19.8%	69.0%	65.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	26.4%	65.0%	62.6%
Proficient GEE ELA	23.5%	16.0%	63.9%	58.4%
Proficient GEE Math	38.6%	35.8%	74.5%	69.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	99.3%		99.9%	99.9%	99.5%	99.3%		99.9%	99.9%
5 <sup>th</sup> grade	99.6%	99.5%		99.9%	100.0%	99.6%	99.7%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	98.9%		99.8%	99.6%	99.3%	99.2%		99.8%	99.6%
7 <sup>th</sup> grade	99.1%	98.3%		99.8%	99.7%	99.1%	98.9%		99.7%	99.6%
8 <sup>th</sup> grade	99.0%	98.8%		99.6%	99.6%	99.3%	99.1%		99.7%	99.7%
10 <sup>th</sup> grade	97.2%	93.8%		99.3%	98.5%	97.6%	94.9%		99.3%	98.5%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	44.6%	<b>53.5%</b>	71.4%	65.6%	42.2%	35.0%	<b>57.9%</b>	70.2%	60.6%
4 <sup>th</sup> grade	38.5%	32.3%		68.1%	60.9%	38.0%	32.4%		76.2%	68.9%
5 <sup>th</sup> grade	40.2%	38.2%		68.6%	62.7%	35.4%	31.7%		69.8%	68.7%
6 <sup>th</sup> grade	38.0%	29.2%		73.5%	60.4%	34.9%	25.4%		71.8%	57.0%
7 <sup>th</sup> grade	31.2%	26.9%		66.5%	62.8%	27.2%	26.0%		66.7%	59.7%
8 <sup>th</sup> grade	24.3%	19.9%		62.8%	60.5%	23.6%	26.2%		67.1%	64.1%
10 <sup>th</sup> grade	33.9%	26.5%		74.4%	69.0%	29.2%	18.9%		64.0%	58.3%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	16.3%	10.3%	17.4%
Suspensions Out-of-School & Alternate Site	16.4%	19.2%	13.4%	14.6%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.1%	0.9%	1.8%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	45	0.6%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	52.5%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	22.0%	
Inside Regular Class less than 40% of day	14.7%	25.1%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.3%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.3%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	44.5%
In the Regular Early Childhood Program 40-79% of time	4.1%	5.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	16.6%
Attending a Special Education Program – Separate Class	8.7%	16.2%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.9%
Service Provider Location	9.0%	16.8%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	69.2%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.7%	
Students Ages 3-21 Received ESYS	85.8%	64.9%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	77.8%	
Ages 6 to 21	78.3%	68.3%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Jefferson Davis Parish  
**Total Public Population:** 5,871

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	14.1%
Gifted/Talented Students <sup>a</sup>	3.5%	2.0%
Regular Education Students <sup>a</sup>	84.3%	83.9%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	38.5%	25.0%	65.9%	80.1%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	1.8%	21.0%	6.9%	0.5%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	3.0%
GED/Skills Options	10.7%	25.8%
Certificate of Achievement	9.1%	9.1%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	4.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	22.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	73.2%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	4.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	22.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	73.2%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	52.5%	77.8%	91.2%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	45.9%	70.2%	81.2%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	18.5%	69.0%	82.4%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	14.8%	65.0%	73.0%
Proficient GEE ELA	23.5%	11.1%	63.9%	67.8%
Proficient GEE Math	38.6%	44.4%	74.5%	81.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.7%	97.6%	100.0%		99.3%	99.7%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	51.9%	<b>53.5%</b>	71.4%	83.3%	42.2%	55.6%	<b>57.9%</b>	70.2%	84.4%	
4 <sup>th</sup> grade	38.5%	43.8%		68.1%	80.3%	38.0%	47.9%		76.2%	91.0%	
5 <sup>th</sup> grade	40.2%	51.4%		68.6%	77.1%	35.4%	47.3%		69.8%	80.9%	
6 <sup>th</sup> grade	38.0%	51.5%		73.5%	81.3%	34.9%	44.1%		71.8%	82.3%	
7 <sup>th</sup> grade	31.2%	27.5%		66.5%	73.8%	27.2%	30.0%		66.7%	83.8%	
8 <sup>th</sup> grade	24.3%	11.6%		62.8%	72.7%	23.6%	23.3%		67.1%	82.8%	
10 <sup>th</sup> grade	33.9%	40.0%		74.4%	80.6%	29.2%	20.0%		64.0%	67.6%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	5.7%	10.3%	4.0%
Suspensions Out-of-School & Alternate Site	16.4%	13.2%	13.4%	8.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	2.0%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.1%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	62.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	29.4%	
Inside Regular Class less than 40% of day	14.7%	6.8%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.9%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.9%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	87.4%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	3.2%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	9.5%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.6%	
Students Ages 3-21 Received ESYS	85.8%	82.6%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

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## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
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  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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  - 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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
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  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Lafayette Parish  
**Total Public Population:** 29,658

**School Year:** 2008-2009

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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<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
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Gifted/Talented Students <sup>a</sup>	3.5%	4.2%
Regular Education Students <sup>a</sup>	84.3%	85.6%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	44.9%	<b>25.0%</b>	65.9%	65.8%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	10.7%	<b>21.0%</b>	6.9%	6.2%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	15.6%
GED/Skills Options	10.7%	7.4%
Certificate of Achievement	9.1%	7.0%
Dropped Out	31.4%	31.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	9.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	10.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	79.4%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	9.9%	n/a	
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Proficient GEE Math	38.6%	35.3%	74.5%	82.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	99.6%	<b>98.7%</b>	99.9%	99.9%	99.6%	99.6%	<b>98.7%</b>	99.9%	99.9%
4 <sup>th</sup> grade	99.5%	98.4%		99.9%	100.0%	99.5%	98.7%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	99.7%	99.6%	100.0%		99.9%	99.7%
6 <sup>th</sup> grade	99.3%	99.5%		99.8%	99.9%	99.3%	99.5%		99.8%	99.9%
7 <sup>th</sup> grade	99.1%	99.5%		99.8%	99.5%	99.1%	99.5%		99.7%	99.5%
8 <sup>th</sup> grade	99.0%	99.5%		99.6%	99.7%	99.3%	99.5%		99.7%	99.8%
10 <sup>th</sup> grade	97.2%	96.2%		99.3%	99.7%	97.6%	96.2%		99.3%	99.7%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	52.9%	<b>53.5%</b>	71.4%	77.9%	42.2%	46.2%	<b>57.9%</b>	70.2%	71.8%
4 <sup>th</sup> grade	38.5%	33.0%		68.1%	72.8%	38.0%	34.4%		76.2%	76.8%
5 <sup>th</sup> grade	40.2%	38.9%		68.6%	73.3%	35.4%	31.1%		69.8%	68.6%
6 <sup>th</sup> grade	38.0%	33.9%		73.5%	78.9%	34.9%	32.2%		71.8%	72.4%
7 <sup>th</sup> grade	31.2%	33.7%		66.5%	76.1%	27.2%	29.9%		66.7%	71.1%
8 <sup>th</sup> grade	24.3%	26.4%		62.8%	71.2%	23.6%	22.4%		67.1%	72.7%
10 <sup>th</sup> grade	33.9%	33.3%		74.4%	82.3%	29.2%	32.7%		64.0%	65.1%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	17.3%	10.3%	18.8%
Suspensions Out-of-School & Alternate Site	16.4%	17.7%	13.4%	14.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.1%	0.9%	1.1%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.2%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	50.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	28.7%	
Inside Regular Class less than 40% of day	14.7%	19.7%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.8%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.8%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	52.8%
In the Regular Early Childhood Program 40-79% of time	4.1%	9.8%
In the Regular Early Childhood Program less than 40% of time	11.7%	9.1%
Attending a Special Education Program – Separate Class	8.7%	8.1%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	1.3%
Service Provider Location	9.0%	18.9%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	91.8%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.9%	
Students Ages 3-21 Received ESYS	85.8%	87.1%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	72.7%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Lafourche Parish  
**Total Public Population:** 14,547

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	10.2%
Gifted/Talented Students <sup>a</sup>	3.5%	1.5%
Regular Education Students <sup>a</sup>	84.3%	88.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	16.0%	<b>25.0%</b>	65.9%	69.7%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	14.8%	<b>21.0%</b>	6.9%	5.1%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	14.9%
GED/Skills Options	10.7%	16.1%
Certificate of Achievement	9.1%	11.8%
Dropped Out	31.4%	35.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	13.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	3.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	83.3%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	13.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	3.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	83.3%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	35.5%	77.8%	75.4%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	37.6%	70.2%	67.0%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	13.4%	69.0%	66.6%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	18.6%	65.0%	65.6%
Proficient GEE ELA	23.5%	15.6%	63.9%	60.0%
Proficient GEE Math	38.6%	37.5%	74.5%	79.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	99.9%	99.6%	100.0%	<b>98.7%</b>	99.9%	99.9%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	99.9%	99.6%	100.0%		99.9%	99.9%
6 <sup>th</sup> grade	99.3%	98.6%		99.8%	99.7%	99.3%	98.6%		99.8%	99.7%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.9%	99.1%	100.0%		99.7%	99.9%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.4%	99.3%	100.0%		99.7%	99.6%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.6%	97.6%	100.0%		99.3%	99.8%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	40.2%	<b>53.5%</b>	71.4%	72.9%	42.2%	40.2%	<b>57.9%</b>	70.2%	71.2%
4 <sup>th</sup> grade	38.5%	35.2%		68.1%	64.8%	38.0%	31.0%		76.2%	73.7%
5 <sup>th</sup> grade	40.2%	35.5%		68.6%	67.3%	35.4%	30.1%		69.8%	65.1%
6 <sup>th</sup> grade	38.0%	33.3%		73.5%	77.3%	34.9%	27.8%		71.8%	66.5%
7 <sup>th</sup> grade	31.2%	32.0%		66.5%	65.2%	27.2%	19.4%		66.7%	60.3%
8 <sup>th</sup> grade	24.3%	26.0%		62.8%	63.8%	23.6%	25.2%		67.1%	65.4%
10 <sup>th</sup> grade	33.9%	53.2%		74.4%	79.0%	29.2%	40.4%		64.0%	60.2%

Discipline Percents <sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	22.9%	10.3%	19.7%
Suspensions Out-of-School & Alternate Site	16.4%	15.7%	13.4%	10.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	1.3%	0.9%	1.2%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	50	2.7%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	74.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	19.8%	
Inside Regular Class less than 40% of day	14.7%	6.2%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	67.3%
In the Regular Early Childhood Program 40-79% of time	4.1%	5.6%
In the Regular Early Childhood Program less than 40% of time	11.7%	1.4%
Attending a Special Education Program – Separate Class	8.7%	2.3%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	6.1%
Service Provider Location	9.0%	17.3%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	80.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	5.4%	
Students Ages 3-21 Received ESYS	85.8%	77.7%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	88.9%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

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<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** LaSalle Parish  
**Total Public Population:** 2,595

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	9.3%
Gifted/Talented Students <sup>a</sup>	3.5%	1.0%
Regular Education Students <sup>a</sup>	84.3%	89.7%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	42.9%	25.0%	65.9%	80.0%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	11.3%	21.0%	6.9%	3.8%

	Special Ed.	
	State	Local
High School Diploma	19.4%	31.8%
GED/Skills Options	10.7%	22.7%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	4.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	12.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	79.4%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	12.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	79.4%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	56.3%	77.8%	91.7%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	50.0%	70.2%	79.2%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	33.3%	69.0%	73.5%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	16.7%	65.0%	76.9%
Proficient GEE ELA	23.5%	0.0%	63.9%	61.4%
Proficient GEE Math	38.6%	50.0%	74.5%	78.6%

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	99.5%	99.6%	100.0%	<b>98.7%</b>	99.9%	99.5%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	61.9%	<b>53.5%</b>	71.4%	76.7%	42.2%	57.1%	<b>57.9%</b>	70.2%	67.2%
4 <sup>th</sup> grade	38.5%	50.0%		68.1%	79.3%	38.0%	54.2%		76.2%	91.3%
5 <sup>th</sup> grade	40.2%	42.1%		68.6%	80.2%	35.4%	36.8%		69.8%	81.2%
6 <sup>th</sup> grade	38.0%	22.2%		73.5%	75.6%	34.9%	22.2%		71.8%	77.9%
7 <sup>th</sup> grade	31.2%	50.0%		66.5%	80.1%	27.2%	36.4%		66.7%	78.2%
8 <sup>th</sup> grade	24.3%	14.3%		62.8%	76.9%	23.6%	42.9%		67.1%	72.8%
10 <sup>th</sup> grade	33.9%	33.3%		74.4%	78.4%	29.2%	16.7%		64.0%	61.2%

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	8.1%	10.3%	9.8%
Suspensions Out-of-School & Alternate Site	16.4%	2.9%	13.4%	4.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.4%	0.9%	0.0%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	87.7%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	7.3%	
Inside Regular Class less than 40% of day	14.7%	4.1%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.9%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.9%	<b>2.14%</b>

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	87.5%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	6.3%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	6.3%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.3%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** Lincoln Parish  
**Total Public Population:** 6,702

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.8%
Gifted/Talented Students <sup>a</sup>	3.5%	4.3%
Regular Education Students <sup>a</sup>	84.3%	83.9%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	35.0%	<b>25.0%</b>	65.9%	65.1%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	9.3%	<b>21.0%</b>	6.9%	5.0%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	16.7%
GED/Skills Options	10.7%	4.2%
Certificate of Achievement	9.1%	12.5%
Dropped Out	31.4%	22.2%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	5.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	13.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	80.3%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	5.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	13.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	80.5%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	41.5%	77.8%	81.3%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	31.7%	70.2%	76.4%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	26.1%	69.0%	70.8%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	23.9%	65.0%	65.0%
Proficient GEE ELA	23.5%	40.0%	63.9%	68.7%
Proficient GEE Math	38.6%	53.3%	74.5%	77.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	99.5%	99.6%	100.0%	<b>98.7%</b>	99.9%	99.5%
4 <sup>th</sup> grade	99.5%	98.7%		99.9%	100.0%	99.5%	98.7%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	97.6%		99.8%	100.0%	99.3%	97.6%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.8%	99.1%	100.0%		99.7%	99.8%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.7%	97.6%	100.0%		99.3%	99.7%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	45.2%	<b>53.5%</b>	71.4%	71.9%	42.2%	35.5%	<b>57.9%</b>	70.2%	70.1%
4 <sup>th</sup> grade	38.5%	35.6%		68.1%	74.7%	38.0%	31.5%		76.2%	80.0%
5 <sup>th</sup> grade	40.2%	24.4%		68.6%	73.0%	35.4%	22.2%		69.8%	76.9%
6 <sup>th</sup> grade	38.0%	39.0%		73.5%	78.2%	34.9%	29.3%		71.8%	73.0%
7 <sup>th</sup> grade	31.2%	20.0%		66.5%	60.6%	27.2%	27.7%		66.7%	68.5%
8 <sup>th</sup> grade	24.3%	18.1%		62.8%	63.5%	23.6%	19.4%		67.1%	69.8%
10 <sup>th</sup> grade	33.9%	33.3%		74.4%	78.0%	29.2%	25.9%		64.0%	69.1%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	12.3%	10.3%	13.2%
Suspensions Out-of-School & Alternate Site	16.4%	17.0%	13.4%	13.7%
Expulsions In-School	0.1%	0.1%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.9%	0.9%	1.0%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	17	1.7%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	71.5%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	20.0%	
Inside Regular Class less than 40% of day	14.7%	7.4%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.1%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.1%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	60.3%
In the Regular Early Childhood Program 40-79% of time	4.1%	1.3%
In the Regular Early Childhood Program less than 40% of time	11.7%	5.1%
Attending a Special Education Program – Separate Class	8.7%	32.1%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	1.3%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	39%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	92.9%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.0%	
Students Ages 3-21 Received ESYS	85.8%	92.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	98.5%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Livingston Parish  
**Total Public Population:** 24,155

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	13.0%
Gifted/Talented Students <sup>a</sup>	3.5%	3.6%
Regular Education Students <sup>a</sup>	84.3%	83.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	58.4%	<b>25.0%</b>	65.9%	73.4%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	6.2%	<b>21.0%</b>	6.9%	3.6%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	24.6%
GED/Skills Options	10.7%	4.0%
Certificate of Achievement	9.1%	9.7%
Dropped Out	31.4%	39.1%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	5.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	8.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	86.3%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	5.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	8.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	86.3%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	55.3%	77.8%	87.0%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	60.7%	70.2%	81.7%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	24.7%	69.0%	81.7%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	34.4%	65.0%	77.7%
Proficient GEE ELA	23.5%	31.2%	63.9%	72.5%
Proficient GEE Math	38.6%	48.1%	74.5%	82.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	99.6%	<b>98.7%</b>	99.9%	100.0%	99.6%	99.6%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	99.7%		99.9%	100.0%	99.5%	99.7%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	99.9%	99.6%	100.0%		99.9%	99.9%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.9%	99.1%	100.0%		99.7%	99.9%
8 <sup>th</sup> grade	99.0%	99.6%		99.6%	99.7%	99.3%	99.6%		99.7%	99.7%
10 <sup>th</sup> grade	97.2%	99.0%		99.3%	99.0%	97.6%	98.0%		99.3%	99.1%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	60.8%	<b>53.5%</b>	71.4%	87.4%	42.2%	50.0%	<b>57.9%</b>	70.2%	84.8%
4 <sup>th</sup> grade	38.5%	54.3%		68.1%	80.7%	38.0%	50.5%		76.2%	86.5%
5 <sup>th</sup> grade	40.2%	50.0%		68.6%	81.6%	35.4%	48.1%		69.8%	80.6%
6 <sup>th</sup> grade	38.0%	50.6%		73.5%	86.5%	34.9%	48.9%		71.8%	83.9%
7 <sup>th</sup> grade	31.2%	40.0%		66.5%	80.7%	27.2%	36.7%		66.7%	82.8%
8 <sup>th</sup> grade	24.3%	34.0%		62.8%	77.1%	23.6%	26.6%		67.1%	82.1%
10 <sup>th</sup> grade	33.9%	47.9%		74.4%	81.5%	29.2%	33.3%		64.0%	72.0%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	1.1%	10.3%	0.7%
Suspensions Out-of-School & Alternate Site	16.4%	16.4%	13.4%	11.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	1.2%	0.9%	1.2%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.2%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	69.3%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	20.1%	
Inside Regular Class less than 40% of day	14.7%	9.2%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.4%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.4%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	55.5%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.6%
In the Regular Early Childhood Program less than 40% of time	11.7%	2.9%
Attending a Special Education Program – Separate Class	8.7%	18.2%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.9%
Service Provider Location	9.0%	22.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	66.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.1%	
Students Ages 3-21 Received ESYS	85.8%	92.9%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	13.6%	
Ages 6 to 21	78.3%	62.3%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** Madison Parish  
**Total Public Population:** 2,058

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	12.0%
Gifted/Talented Students <sup>a</sup>	3.5%	0.2%
Regular Education Students <sup>a</sup>	84.3%	87.8%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	25.0%	<b>25.0%</b>	65.9%	48.8%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	11.4%	<b>21.0%</b>	6.9%	10.3%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	3.1%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	34.4%
Dropped Out	31.4%	31.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	34.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	57.3%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	35.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	56.5%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	50.0%	77.8%	77.2%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	50.0%	70.2%	66.9%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	34.7%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	0.0%	65.0%	41.4%
Proficient GEE ELA	23.5%	0.0%	63.9%	60.9%
Proficient GEE Math	38.6%	0.0%	74.5%	50.7%

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	99.3%	99.6%	100.0%	<b>98.7%</b>	99.9%	99.3%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	95.7%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	92.0%	97.6%	100.0%		99.3%	90.8%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	66.7%	<b>53.5%</b>	71.4%	53.2%	42.2%	55.6%	<b>57.9%</b>	70.2%	58.9%
4 <sup>th</sup> grade	38.5%	22.2%		68.1%	66.7%	38.0%	11.1%		76.2%	75.3%
5 <sup>th</sup> grade	40.2%	18.8%		68.6%	56.6%	35.4%	31.3%		69.8%	62.3%
6 <sup>th</sup> grade	38.0%	13.0%		73.5%	26.6%	34.9%	8.7%		71.8%	37.1%
7 <sup>th</sup> grade	31.2%	25.0%		66.5%	44.6%	27.2%	18.8%		66.7%	34.6%
8 <sup>th</sup> grade	24.3%	4.6%		62.8%	40.9%	23.6%	4.6%		67.1%	34.7%
10 <sup>th</sup> grade	33.9%	0.0%		74.4%	47.9%	29.2%	0.0%		64.0%	55.6%

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	6.2%	10.3%	4.4%
Suspensions Out-of-School & Alternate Site	16.4%	20.4%	13.4%	21.3%
Expulsions In-School	0.1%	0.0%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.2%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	1.6%	No

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	51.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	18.6%	
Inside Regular Class less than 40% of day	14.7%	29.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.4%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.4%	<b>2.14%</b>

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	72.7%
In the Regular Early Childhood Program 40-79% of time	4.1%	9.1%
In the Regular Early Childhood Program less than 40% of time	11.7%	18.2%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		No	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	71.4%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.9%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	90.2%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
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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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Morehouse Parish  
**Total Public Population:** 4,814

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	15.7%
Gifted/Talented Students <sup>a</sup>	3.5%	0.7%
Regular Education Students <sup>a</sup>	84.3%	83.5%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	14.3%	<b>25.0%</b>	65.9%	52.7%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	27.0%	<b>21.0%</b>	6.9%	13.4%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	18.4%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	16.3%
Dropped Out	31.4%	34.7%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	16.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	74.7%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	16.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	75.2%	99.9%	99.7%
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Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	37.8%	70.2%	61.0%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	3.9%	69.0%	63.7%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	7.4%	65.0%	56.3%
Proficient GEE ELA	23.5%	33.3%	63.9%	64.7%
Proficient GEE Math	38.6%	50.0%	74.5%	67.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	97.2%	<b>98.7%</b>	99.9%	99.7%	99.6%	97.2%	<b>98.7%</b>	99.9%	99.7%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	97.6%		99.8%	100.0%	99.3%	97.6%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	98.5%	99.1%	100.0%		99.7%	99.4%	
8 <sup>th</sup> grade	99.0%	92.9%		99.6%	98.4%	99.3%	92.9%		99.7%	98.4%	
10 <sup>th</sup> grade	97.2%	88.5%		99.3%	99.2%	97.6%	92.3%		99.3%	99.2%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	38.9%	<b>53.5%</b>	71.4%	60.2%	42.2%	23.6%	<b>57.9%</b>	70.2%	57.1%	
4 <sup>th</sup> grade	38.5%	31.8%		68.1%	60.3%	38.0%	25.8%		76.2%	70.0%	
5 <sup>th</sup> grade	40.2%	39.7%		68.6%	52.7%	35.4%	34.5%		69.8%	58.4%	
6 <sup>th</sup> grade	38.0%	39.0%		73.5%	76.7%	34.9%	36.6%		71.8%	74.2%	
7 <sup>th</sup> grade	31.2%	26.7%		66.5%	53.8%	27.2%	27.9%		66.7%	68.3%	
8 <sup>th</sup> grade	24.3%	17.1%		62.8%	55.5%	23.6%	9.8%		67.1%	63.0%	
10 <sup>th</sup> grade	33.9%	26.9%		74.4%	67.2%	29.2%	23.1%		64.0%	63.9%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	6.1%	10.3%	2.8%
Suspensions Out-of-School & Alternate Site	16.4%	18.6%	13.4%	22.0%
Expulsions In-School	0.1%	0.1%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.2%	0.9%	1.3%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	15	1.9%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	75.5%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	10.6%	
Inside Regular Class less than 40% of day	14.7%	12.8%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.1%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.1%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	84.3%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	2.4%
Attending a Special Education Program – Separate Class	8.7%	12.6%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.8%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	27.3%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.7%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	66.7%	
Ages 6 to 21	78.3%	92.9%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Natchitoches Parish  
**Total Public Population:** 6,804

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	12.0%
Gifted/Talented Students <sup>a</sup>	3.5%	3.4%
Regular Education Students <sup>a</sup>	84.3%	84.7%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	11.5%	<b>25.0%</b>	65.9%	54.2%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	17.1%	<b>21.0%</b>	6.9%	8.5%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	17.6%
GED/Skills Options	10.7%	2.9%
Certificate of Achievement	9.1%	5.9%
Dropped Out	31.4%	45.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	8.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	5.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	84.9%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	8.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	5.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	84.9%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	30.4%	77.8%	71.0%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	37.5%	70.2%	64.1%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	5.6%	69.0%	59.8%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	5.6%	65.0%	59.8%
Proficient GEE ELA	23.5%	15.4%	63.9%	57.4%
Proficient GEE Math	38.6%	53.9%	74.5%	66.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	99.8%	99.6%	100.0%		99.9%	99.8%
6 <sup>th</sup> grade	99.3%	97.8%		99.8%	99.8%	99.3%	97.8%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.1%	99.1%	100.0%		99.7%	99.3%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	95.2%		99.3%	99.0%	97.6%	95.2%		99.3%	99.3%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	26.9%	<b>53.5%</b>	71.4%	60.5%	42.2%	34.3%	<b>57.9%</b>	70.2%	57.7%
4 <sup>th</sup> grade	38.5%	32.3%		68.1%	59.7%	38.0%	26.3%		76.2%	67.8%
5 <sup>th</sup> grade	40.2%	32.8%		68.6%	61.6%	35.4%	22.4%		69.8%	59.3%
6 <sup>th</sup> grade	38.0%	37.8%		73.5%	71.7%	34.9%	31.1%		71.8%	66.8%
7 <sup>th</sup> grade	31.2%	15.9%		66.5%	56.7%	27.2%	11.0%		66.7%	57.2%
8 <sup>th</sup> grade	24.3%	10.4%		62.8%	57.5%	23.6%	12.5%		67.1%	57.7%
10 <sup>th</sup> grade	33.9%	33.3%		74.4%	65.3%	29.2%	9.5%		64.0%	56.8%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	15.5%	10.3%	13.9%
Suspensions Out-of-School & Alternate Site	16.4%	21.6%	13.4%	15.6%
Expulsions In-School	0.1%	0.7%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.4%	0.9%	1.1%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	31	2.9%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	32.4%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	53.1%	
Inside Regular Class less than 40% of day	14.7%	14.2%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.3%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.3%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	38.2%
In the Regular Early Childhood Program 40-79% of time	4.1%	10.5%
In the Regular Early Childhood Program less than 40% of time	11.7%	9.2%
Attending a Special Education Program – Separate Class	8.7%	42.1%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	36%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		Yes	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	90.9%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.7%	
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<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	98.0%	
Ages 6 to 21	78.3%	82.4%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Orleans Parish  
**Total Public Population:** 10,102

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	5.5%
Gifted/Talented Students <sup>a</sup>	3.5%	18.6%
Regular Education Students <sup>a</sup>	84.3%	75.8%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	4.0%	21.0%	6.9%	3.9%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	43.3%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	6.7%
Dropped Out	31.4%	10.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	16.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	7.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	75.4%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	16.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	7.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	75.4%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	77.3%	77.8%	90.7%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	72.7%	70.2%	84.2%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	29.4%	69.0%	80.8%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	58.8%	65.0%	79.4%
Proficient GEE ELA	23.5%	28.0%	63.9%	67.7%
Proficient GEE Math	38.6%	25.0%	74.5%	74.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	97.1%		99.9%	100.0%	99.5%	97.1%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.8%	99.1%	100.0%		99.7%	99.8%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.8%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	97.5%		99.3%	99.4%	97.6%	95.1%		99.3%	99.6%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	62.5%	<b>53.5%</b>	71.4%	81.7%	42.2%	60.4%	<b>57.9%</b>	70.2%	83.3%
4 <sup>th</sup> grade	38.5%	61.8%		68.1%	82.4%	38.0%	61.8%		76.2%	88.5%
5 <sup>th</sup> grade	40.2%	61.5%		68.6%	77.1%	35.4%	57.7%		69.8%	86.5%
6 <sup>th</sup> grade	38.0%	58.1%		73.5%	89.9%	34.9%	58.1%		71.8%	85.6%
7 <sup>th</sup> grade	31.2%	44.4%		66.5%	78.7%	27.2%	50.0%		66.7%	81.4%
8 <sup>th</sup> grade	24.3%	53.1%		62.8%	78.7%	23.6%	37.5%		67.1%	80.3%
10 <sup>th</sup> grade	33.9%	28.2%		74.4%	73.9%	29.2%	37.5%		64.0%	67.4%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	2.1%	10.3%	3.0%
Suspensions Out-of-School & Alternate Site	16.4%	10.6%	13.4%	11.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.6%	0.9%	0.4%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.1%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	71.3%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	14.4%	
Inside Regular Class less than 40% of day	14.7%	12.8%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.8%	
Correctional Facilities	0.4%	0.6%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.8%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	35.4%
In the Regular Early Childhood Program 40-79% of time	4.1%	1.5%
In the Regular Early Childhood Program less than 40% of time	11.7%	15.4%
Attending a Special Education Program – Separate Class	8.7%	41.5%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	6.2%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	40.9%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	19.2%	
Students Ages 3-21 Received ESYS	85.8%	97.6%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	95.9%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** Ouachita Parish  
**Total Public Population:** 19,156

**School Year:** 2008-2009

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><b>FAPE in the LRE</b></p> <p><b>1. Graduation with a High School Diploma</b></p> <p><b>2. Dropping Out of High School</b></p> <p><b>3. Participation and Performance on Statewide Assessment</b></p> <p><b>4. Suspension/Expulsion Rates</b></p> <p><b>5. Educational Environment (ages 6-21)</b></p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p><b>8. Parental Involvement</b></p>	<p><b>Disproportionality</b></p> <p><b>9. Special Education and Related Services</b></p> <p><b>10. Specific Disability Categories</b></p> <p>Effective General Supervision Part B / Child Find</p> <p><b>11. Evaluation Timelines</b></p> <p>Effective General Supervision Part B / Effective Transition</p> <p><b>12. Transition from Part C</b></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 <sup>a</sup>	12.2%	13.1%
Gifted/Talented Students <sup>a</sup>	3.5%	4.9%
Regular Education Students <sup>a</sup>	84.3%	82.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	36.8%	<b>25.0%</b>	65.9%	65.0%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	12.9%	<b>21.0%</b>	6.9%	6.8%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	27.7%
GED/Skills Options	10.7%	4.0%
Certificate of Achievement	9.1%	6.7%
Dropped Out	31.4%	4.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	24.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	68.8%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	24.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	68.9%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	57.9%	77.8%	86.3%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	55.7%	70.2%	79.2%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	28.8%	69.0%	80.8%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	43.8%	65.0%	76.2%
Proficient GEE ELA	23.5%	27.5%	63.9%	70.7%
Proficient GEE Math	38.6%	52.9%	74.5%	80.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	99.5%	<b>98.7%</b>	99.9%	100.0%	99.6%	99.5%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	99.6%		99.9%	100.0%	99.5%	99.6%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	99.4%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	99.8%	99.3%	100.0%		99.8%	99.8%
7 <sup>th</sup> grade	99.1%	98.6%		99.8%	99.9%	99.1%	98.6%		99.7%	99.9%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.7%	99.3%	100.0%		99.7%	99.9%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.9%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	58.1%	<b>53.5%</b>	71.4%	83.9%	42.2%	54.6%	<b>57.9%</b>	70.2%	84.4%
4 <sup>th</sup> grade	38.5%	48.7%		68.1%	78.0%	38.0%	48.7%		76.2%	85.1%
5 <sup>th</sup> grade	40.2%	48.5%		68.6%	79.6%	35.4%	55.6%		69.8%	84.7%
6 <sup>th</sup> grade	38.0%	54.1%		73.5%	86.0%	34.9%	47.1%		71.8%	84.7%
7 <sup>th</sup> grade	31.2%	40.5%		66.5%	81.0%	27.2%	39.1%		66.7%	82.5%
8 <sup>th</sup> grade	24.3%	29.7%		62.8%	75.1%	23.6%	26.5%		67.1%	79.8%
10 <sup>th</sup> grade	33.9%	38.5%		74.4%	80.5%	29.2%	38.1%		64.0%	70.8%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	11.8%	10.3%	8.2%
Suspensions Out-of-School & Alternate Site	16.4%	14.7%	13.4%	9.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.1%	0.9%	0.3%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	30	0.9%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	70.1%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	22.4%	
Inside Regular Class less than 40% of day	14.7%	6.9%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.6%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.6%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	54.5%
In the Regular Early Childhood Program 40-79% of time	4.1%	5.3%
In the Regular Early Childhood Program less than 40% of time	11.7%	3.4%
Attending a Special Education Program – Separate Class	8.7%	15.9%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	1.5%
Service Provider Location	9.0%	19.3%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	39%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	84.6%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	1.8%	
Students Ages 3-21 Received ESYS	85.8%	90.9%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	89.1%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:**                    **Plaquemines Parish**  
**Total Public Population:**    **3,611**

**School Year: 2008-2009**

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

	<b>State</b>	<b>Local</b>
Students with Disabilities <sup>a</sup>	12.2%	11.1%
Gifted/Talented Students <sup>a</sup>	3.5%	3.1%
Regular Education Students <sup>a</sup>	84.3%	85.8%

	<b>Special Ed.</b>		<b>2008-09 State Target</b>	<b>General Ed.</b>	
	<b>State</b>	<b>Local</b>		<b>State</b>	<b>Local</b>
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	<b>25.0%</b>	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	7.1%	<b>21.0%</b>	6.9%	3.6%

	<b>Special Ed.</b>	
	<b>State</b>	<b>Local</b>
High School Diploma	19.4%	26.5%
GED/Skills Options	10.7%	4.1%
Certificate of Achievement	9.1%	16.3%
Dropped Out	31.4%	18.4%

	<b>Special Ed.</b>		<b>Regular Ed.</b>	
	<b>State</b>	<b>Local</b>	<b>State</b>	<b>Local</b>
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	10.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	10.4%		
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	79.3%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	10.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	10.4%		
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	79.3%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	79.2%	77.8%	92.0%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	62.5%	70.2%	90.3%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	7.7%	69.0%	82.7%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	53.9%	65.0%	81.3%
Proficient GEE ELA	23.5%	20.0%	63.9%	73.0%
Proficient GEE Math	38.6%	50.0%	74.5%	85.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.2%	99.1%	100.0%		99.7%	99.2%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.7%	97.6%	100.0%		99.3%	99.7%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	51.7%	<b>53.5%</b>	71.4%	91.3%	42.2%	62.1%	<b>57.9%</b>	70.2%	90.4%
4 <sup>th</sup> grade	38.5%	62.1%		68.1%	90.5%	38.0%	75.9%		76.2%	91.4%
5 <sup>th</sup> grade	40.2%	38.5%		68.6%	83.1%	35.4%	38.5%		69.8%	75.6%
6 <sup>th</sup> grade	38.0%	41.4%		73.5%	81.4%	34.9%	37.9%		71.8%	78.9%
7 <sup>th</sup> grade	31.2%	45.5%		66.5%	77.0%	27.2%	22.7%		66.7%	71.9%
8 <sup>th</sup> grade	24.3%	43.5%		62.8%	80.6%	23.6%	17.4%		67.1%	81.0%
10 <sup>th</sup> grade	33.9%	36.4%		74.4%	85.4%	29.2%	27.3%		64.0%	74.3%

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	6.5%		10.3%	7.6%
Suspensions Out-of-School & Alternate Site	16.4%	10.8%		13.4%	9.7%
Expulsions In-School	0.1%	0.0%		0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%		0.9%	0.6%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.2%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	57.5%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	24.6%	
Inside Regular Class less than 40% of day	14.7%	14.4%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	3.4%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	3.4%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	62.3%
In the Regular Early Childhood Program 40-79% of time	4.1%	1.9%
In the Regular Early Childhood Program less than 40% of time	11.7%	11.3%
Attending a Special Education Program – Separate Class	8.7%	3.8%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	3.8%
Service Provider Location	9.0%	17.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	<b>43.0%</b>
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	<b>100.0%</b>
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	<b>100.0%</b>
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.2%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	60.0%	
Ages 6 to 21	78.3%	92.7%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Pointe Coupee Parish  
**Total Public Population:** 2,627

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	14.2%
Gifted/Talented Students <sup>a</sup>	3.5%	0.9%
Regular Education Students <sup>a</sup>	84.3%	84.9%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	36.8%	25.0%	65.9%	52.6%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	16.7%	21.0%	6.9%	8.6%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	18.6%
GED/Skills Options	10.7%	20.9%
Certificate of Achievement	9.1%	2.3%
Dropped Out	31.4%	25.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	9.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	11.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	79.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	9.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	11.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	79.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	40.0%	77.8%	72.9%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	30.0%	70.2%	55.3%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	27.3%	69.0%	68.4%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	22.7%	65.0%	55.5%
Proficient GEE ELA	23.5%	33.3%	63.9%	62.4%
Proficient GEE Math	38.6%	33.3%	74.5%	81.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.4%	99.1%	100.0%		99.7%	99.4%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	27.3%	<b>53.5%</b>	71.4%	55.7%	42.2%	13.6%	<b>57.9%</b>	70.2%	60.9%	
4 <sup>th</sup> grade	38.5%	26.8%		68.1%	53.6%	38.0%	31.7%		76.2%	70.3%	
5 <sup>th</sup> grade	40.2%	39.4%		68.6%	58.3%	35.4%	33.3%		69.8%	66.3%	
6 <sup>th</sup> grade	38.0%	25.0%		73.5%	75.7%	34.9%	43.8%		71.8%	74.3%	
7 <sup>th</sup> grade	31.2%	25.9%		66.5%	55.6%	27.2%	44.4%		66.7%	60.6%	
8 <sup>th</sup> grade	24.3%	26.9%		62.8%	55.1%	23.6%	30.8%		67.1%	69.0%	
10 <sup>th</sup> grade	33.9%	33.3%		74.4%	81.5%	29.2%	33.3%		64.0%	62.0%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	7.6%	10.3%	7.6%
Suspensions Out-of-School & Alternate Site	16.4%	12.1%	13.4%	10.5%
Expulsions In-School	0.1%	0.2%	0.1%	0.9%
Expulsions Out-of-School & Alternate Site	0.7%	0.2%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	32	6.3%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	74.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	13.3%	
Inside Regular Class less than 40% of day	14.7%	11.1%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.6%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.6%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	67.3%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	7.3%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	23.6%
Service Provider Location	9.0%	1.8%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	31%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	66.7%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	7.2%	
Students Ages 3-21 Received ESYS	85.8%	68.6%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	0.0%	
Ages 6 to 21	78.3%	75.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
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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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Rapides Parish  
**Total Public Population:** 23,785

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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:  
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	State	Local
Students with Disabilities <sup>a</sup>	12.2%	12.1%
Gifted/Talented Students <sup>a</sup>	3.5%	2.1%
Regular Education Students <sup>a</sup>	84.3%	85.8%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	37.3%	<b>25.0%</b>	65.9%	66.5%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	8.9%	<b>21.0%</b>	6.9%	6.2%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	15.6%
GED/Skills Options	10.7%	23.3%
Certificate of Achievement	9.1%	8.7%
Dropped Out	31.4%	24.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	10.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	11.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	77.8%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	10.3%	n/a	
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Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	51.5%	70.2%	76.1%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	16.1%	69.0%	66.9%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	25.0%	65.0%	58.3%
Proficient GEE ELA	23.5%	21.1%	63.9%	68.2%
Proficient GEE Math	38.6%	36.8%	74.5%	76.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	99.9%	99.6%	100.0%	<b>98.7%</b>	99.9%	99.9%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	99.9%	99.6%	100.0%		99.9%	99.9%
6 <sup>th</sup> grade	99.3%	98.5%		99.8%	99.8%	99.3%	98.5%		99.8%	99.7%
7 <sup>th</sup> grade	99.1%	98.8%		99.8%	99.6%	99.1%	98.8%		99.7%	99.6%
8 <sup>th</sup> grade	99.0%	98.8%		99.6%	99.9%	99.3%	99.6%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.6%	97.6%	100.0%		99.3%	99.6%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	48.1%	<b>53.5%</b>	71.4%	74.6%	42.2%	47.7%	<b>57.9%</b>	70.2%	73.5%
4 <sup>th</sup> grade	38.5%	49.2%		68.1%	75.5%	38.0%	44.5%		76.2%	81.9%
5 <sup>th</sup> grade	40.2%	46.8%		68.6%	73.4%	35.4%	40.2%		69.8%	78.8%
6 <sup>th</sup> grade	38.0%	40.8%		73.5%	75.8%	34.9%	42.9%		71.8%	77.6%
7 <sup>th</sup> grade	31.2%	26.6%		66.5%	62.8%	27.2%	27.9%		66.7%	68.4%
8 <sup>th</sup> grade	24.3%	22.9%		62.8%	56.8%	23.6%	19.9%		67.1%	65.5%
10 <sup>th</sup> grade	33.9%	35.2%		74.4%	75.7%	29.2%	23.9%		64.0%	67.9%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	10.5%	10.3%	10.3%
Suspensions Out-of-School & Alternate Site	16.4%	14.1%	13.4%	10.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	3.6%	0.9%	2.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	145	4.1%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	58.1%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	27.6%	
Inside Regular Class less than 40% of day	14.7%	11.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	2.4%	
Homebound/Hospital	0.9%	0.9%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	3.3%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	46.5%
In the Regular Early Childhood Program 40-79% of time	4.1%	22.4%
In the Regular Early Childhood Program less than 40% of time	11.7%	24.7%
Attending a Special Education Program – Separate Class	8.7%	2.6%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	1.0%
Service Provider Location	9.0%	2.9%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.3%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	60.0%	
Ages 6 to 21	78.3%	88.3%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Red River Parish  
**Total Public Population:** 1,476

**School Year:** 2008-2009

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><b>FAPE in the LRE</b></p> <p><b>1. Graduation with a High School Diploma</b></p> <p><b>2. Dropping Out of High School</b></p> <p><b>3. Participation and Performance on Statewide Assessment</b></p> <p><b>4. Suspension/Expulsion Rates</b></p> <p><b>5. Educational Environment (ages 6-21)</b></p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p><b>8. Parental Involvement</b></p>	<p><b>Disproportionality</b></p> <p><b>9. Special Education and Related Services</b></p> <p><b>10. Specific Disability Categories</b></p> <p>Effective General Supervision Part B / Child Find</p> <p><b>11. Evaluation Timelines</b></p> <p>Effective General Supervision Part B / Effective Transition</p> <p><b>12. Transition from Part C</b></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 <sup>a</sup>	12.2%	10.6%
Gifted/Talented Students <sup>a</sup>	3.5%	0.3%
Regular Education Students <sup>a</sup>	84.3%	89.2%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	33.3%	<b>25.0%</b>	65.9%	62.4%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	12.5%	<b>21.0%</b>	6.9%	10.2%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	26.3%
GED/Skills Options	10.7%	21.1%
Certificate of Achievement	9.1%	10.5%
Dropped Out	31.4%	21.1%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	8.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	17.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	74.2%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	8.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	17.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	74.2%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	14.3%	77.8%	64.1%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	28.6%	70.2%	62.0%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	53.7%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	0.0%	65.0%	42.1%
Proficient GEE ELA	23.5%	0.0%	63.9%	66.2%
Proficient GEE Math	38.6%	0.0%	74.5%	77.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	50.0%	<b>53.5%</b>	71.4%	54.5%	42.2%	50.0%	<b>57.9%</b>	70.2%	51.8%	
4 <sup>th</sup> grade	38.5%	27.3%		68.1%	58.2%	38.0%	9.1%		76.2%	63.3%	
5 <sup>th</sup> grade	40.2%	28.6%		68.6%	67.5%	35.4%	42.9%		69.8%	83.1%	
6 <sup>th</sup> grade	38.0%	53.3%		73.5%	48.3%	34.9%	40.0%		71.8%	66.7%	
7 <sup>th</sup> grade	31.2%	28.6%		66.5%	48.3%	27.2%	42.9%		66.7%	63.2%	
8 <sup>th</sup> grade	24.3%	7.7%		62.8%	43.1%	23.6%	7.7%		67.1%	50.0%	
10 <sup>th</sup> grade	33.9%	0.0%		74.4%	77.1%	29.2%	0.0%		64.0%	65.7%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	20.8%	10.3%	25.6%
Suspensions Out-of-School & Alternate Site	16.4%	11.9%	13.4%	15.3%
Expulsions In-School	0.1%	0.0%	0.1%	0.3%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	4.1%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	64.5%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	24.8%	
Inside Regular Class less than 40% of day	14.7%	3.5%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	2.8%	
Correctional Facilities	0.4%	4.3%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	2.8%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	32%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	80.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	1.1%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Richland Parish  
**Total Public Population:** 3,386

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	12.0%
Gifted/Talented Students <sup>a</sup>	3.5%	1.2%
Regular Education Students <sup>a</sup>	84.3%	86.8%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	36.4%	<b>25.0%</b>	65.9%	64.4%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	13.5%	<b>21.0%</b>	6.9%	7.0%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	8.0%
GED/Skills Options	10.7%	4.0%
Certificate of Achievement	9.1%	16.0%
Dropped Out	31.4%	32.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	36.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	56.0%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	36.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	56.0%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	13.8%	77.8%	66.4%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	20.7%	70.2%	66.4%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	25.0%	69.0%	66.7%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	12.5%	65.0%	70.3%
Proficient GEE ELA	23.5%	0.0%	63.9%	59.1%
Proficient GEE Math	38.6%	40.0%	74.5%	68.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	92.3%		99.3%	100.0%	97.6%	92.3%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	30.6%	<b>53.5%</b>	71.4%	57.1%	42.2%	22.5%	<b>57.9%</b>	70.2%	55.0%
4 <sup>th</sup> grade	38.5%	20.6%		68.1%	66.1%	38.0%	20.6%		76.2%	64.3%
5 <sup>th</sup> grade	40.2%	25.0%		68.6%	54.5%	35.4%	18.8%		69.8%	55.0%
6 <sup>th</sup> grade	38.0%	14.8%		73.5%	82.8%	34.9%	11.1%		71.8%	78.8%
7 <sup>th</sup> grade	31.2%	24.1%		66.5%	72.3%	27.2%	20.7%		66.7%	72.3%
8 <sup>th</sup> grade	24.3%	34.4%		62.8%	70.1%	23.6%	31.3%		67.1%	67.4%
10 <sup>th</sup> grade	33.9%	16.7%		74.4%	68.6%	29.2%	8.3%		64.0%	59.5%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	1.4%	10.3%	2.2%
Suspensions Out-of-School & Alternate Site	16.4%	20.9%	13.4%	13.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	23	4.6%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	53.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	38.3%	
Inside Regular Class less than 40% of day	14.7%	7.9%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.8%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.8%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	75.9%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	24.1%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	77.8%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.9%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	71.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** Sabine Parish  
**Total Public Population:** 4,263

**School Year:** 2008-2009

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

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Gifted/Talented Students <sup>a</sup>	3.5%	1.9%
Regular Education Students <sup>a</sup>	84.3%	85.6%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	55.9%	25.0%	65.9%	74.3%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	2.7%	21.0%	6.9%	3.0%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	17.6%
GED/Skills Options	10.7%	29.4%
Certificate of Achievement	9.1%	11.8%
Dropped Out	31.4%	19.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	11.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	80.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.5%	n/a	
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Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	24.1%	65.0%	76.9%
Proficient GEE ELA	23.5%	28.6%	63.9%	65.9%
Proficient GEE Math	38.6%	50.0%	74.5%	79.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	97.1%		99.8%	100.0%	99.1%	97.1%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	46.0%	<b>53.5%</b>	71.4%	73.8%	42.2%	32.4%	<b>57.9%</b>	70.2%	77.9%	
4 <sup>th</sup> grade	38.5%	37.2%		68.1%	73.3%	38.0%	25.6%		76.2%	79.4%	
5 <sup>th</sup> grade	40.2%	34.2%		68.6%	73.8%	35.4%	29.0%		69.8%	73.0%	
6 <sup>th</sup> grade	38.0%	35.0%		73.5%	77.2%	34.9%	32.5%		71.8%	78.7%	
7 <sup>th</sup> grade	31.2%	21.2%		66.5%	69.5%	27.2%	18.2%		66.7%	76.2%	
8 <sup>th</sup> grade	24.3%	23.8%		62.8%	76.7%	23.6%	23.8%		67.1%	81.6%	
10 <sup>th</sup> grade	33.9%	47.1%		74.4%	79.6%	29.2%	29.4%		64.0%	66.2%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	6.5%	10.3%	4.2%
Suspensions Out-of-School & Alternate Site	16.4%	11.2%	13.4%	7.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.8%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	64.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	26.1%	
Inside Regular Class less than 40% of day	14.7%	10.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	55.6%
In the Regular Early Childhood Program 40-79% of time	4.1%	4.4%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	31.1%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	6.7%
Service Provider Location	9.0%	2.2%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	5.0%	
Students Ages 3-21 Received ESYS	85.8%	78.6%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	58.7%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** St. Bernard Parish  
**Total Public Population:** 4,793

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	10.2%
Gifted/Talented Students <sup>a</sup>	3.5%	2.0%
Regular Education Students <sup>a</sup>	84.3%	87.8%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	14.0%	21.0%	6.9%	5.9%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	15.4%
GED/Skills Options	10.7%	28.8%
Certificate of Achievement	9.1%	5.8%
Dropped Out	31.4%	38.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	10.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	16.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	73.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	10.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	16.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	72.7%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	22.7%	77.8%	79.3%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	45.5%	70.2%	82.8%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	23.8%	69.0%	64.3%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	23.8%	65.0%	70.4%
Proficient GEE ELA	23.5%	20.0%	63.9%	63.7%
Proficient GEE Math	38.6%	40.0%	74.5%	80.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	97.7%		99.9%	100.0%	99.5%	97.7%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	99.6%	99.6%	100.0%		99.9%	99.6%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	97.7%		99.8%	100.0%	99.1%	97.7%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	58.8%	<b>53.5%</b>	71.4%	89.3%	42.2%	41.2%	<b>57.9%</b>	70.2%	76.8%
4 <sup>th</sup> grade	38.5%	44.2%		68.1%	82.5%	38.0%	37.2%		76.2%	79.5%
5 <sup>th</sup> grade	40.2%	48.7%		68.6%	83.8%	35.4%	43.6%		69.8%	75.2%
6 <sup>th</sup> grade	38.0%	42.1%		73.5%	79.0%	34.9%	29.0%		71.8%	64.3%
7 <sup>th</sup> grade	31.2%	17.1%		66.5%	68.1%	27.2%	19.5%		66.7%	68.1%
8 <sup>th</sup> grade	24.3%	28.6%		62.8%	69.7%	23.6%	25.7%		67.1%	63.5%
10 <sup>th</sup> grade	33.9%	40.0%		74.4%	79.5%	29.2%	26.7%		64.0%	63.9%

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	8.8%		10.3%	9.2%
Suspensions Out-of-School & Alternate Site	16.4%	14.4%		13.4%	12.6%
Expulsions In-School	0.1%	0.0%		0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%		0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.4%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	52.7%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	21.6%	
Inside Regular Class less than 40% of day	14.7%	24.6%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.1%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.1%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	94.7%
In the Regular Early Childhood Program 40-79% of time	4.1%	1.3%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	4.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	5.7%	
Students Ages 3-21 Received ESYS	85.8%	75.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** St. Charles Parish  
**Total Public Population:** 9,558

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	10.8%
Gifted/Talented Students <sup>a</sup>	3.5%	6.1%
Regular Education Students <sup>a</sup>	84.3%	83.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	30.0%	<b>25.0%</b>	65.9%	82.4%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	10.7%	<b>21.0%</b>	6.9%	3.7%

	Special Ed.	
	State	Local
High School Diploma	19.4%	26.7%
GED/Skills Options	10.7%	13.3%
Certificate of Achievement	9.1%	4.0%
Dropped Out	31.4%	32.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	10.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	13.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	75.7%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	10.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	13.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	75.7%	99.9%	99.8%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	50.7%	77.8%	88.9%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	36.2%	70.2%	77.7%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	19.1%	69.0%	79.3%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	25.4%	65.0%	75.4%
Proficient GEE ELA	23.5%	11.8%	63.9%	71.8%
Proficient GEE Math	38.6%	29.4%	74.5%	83.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	99.9%	99.6%	100.0%	<b>98.7%</b>	99.9%	99.9%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	98.8%		99.9%	100.0%	99.6%	98.8%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	98.3%		99.8%	100.0%	99.3%	98.3%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	98.7%		99.8%	100.0%	99.1%	98.7%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.2%	99.3%	100.0%		99.7%	99.4%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.2%	97.6%	100.0%		99.3%	99.2%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	54.9%	<b>53.5%</b>	71.4%	80.2%	42.2%	38.0%	<b>57.9%</b>	70.2%	77.6%
4 <sup>th</sup> grade	38.5%	36.0%		68.1%	75.6%	38.0%	44.7%		76.2%	87.8%
5 <sup>th</sup> grade	40.2%	52.9%		68.6%	80.6%	35.4%	48.2%		69.8%	78.1%
6 <sup>th</sup> grade	38.0%	40.4%		73.5%	84.8%	34.9%	43.9%		71.8%	82.8%
7 <sup>th</sup> grade	31.2%	41.9%		66.5%	84.1%	27.2%	37.8%		66.7%	80.4%
8 <sup>th</sup> grade	24.3%	26.6%		62.8%	74.1%	23.6%	22.3%		67.1%	77.8%
10 <sup>th</sup> grade	33.9%	21.7%		74.4%	83.2%	29.2%	17.4%		64.0%	71.4%

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	19.0%		10.3%	15.0%
Suspensions Out-of-School & Alternate Site	16.4%	16.7%		13.4%	10.1%
Expulsions In-School	0.1%	0.0%		0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.1%		0.9%	0.4%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	51.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	38.1%	
Inside Regular Class less than 40% of day	14.7%	10.3%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.7%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.7%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	50.4%
In the Regular Early Childhood Program 40-79% of time	4.1%	7.2%
In the Regular Early Childhood Program less than 40% of time	11.7%	22.4%
Attending a Special Education Program – Separate Class	8.7%	4.8%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	1.6%
Service Provider Location	9.0%	13.6%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	81.5%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.0%	
Students Ages 3-21 Received ESYS	85.8%	78.1%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	93.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
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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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** St. Helena Parish  
**Total Public Population:** 1,202

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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:  
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Students with Disabilities <sup>a</sup>	12.2%	16.6%
Gifted/Talented Students <sup>a</sup>	3.5%	1.2%
Regular Education Students <sup>a</sup>	84.3%	82.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	25.0%	<b>25.0%</b>	65.9%	64.0%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	9.7%	<b>21.0%</b>	6.9%	5.9%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	36.4%
GED/Skills Options	10.7%	31.8%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	18.2%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	8.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	9.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	81.6%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	9.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	82.6%	99.9%	99.8%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	6.7%	77.8%	77.2%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	43.8%	70.2%	64.6%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	8.3%	69.0%	25.6%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	8.3%	65.0%	39.0%
Proficient GEE ELA	23.5%	0.0%	63.9%	45.2%
Proficient GEE Math	38.6%	8.3%	74.5%	76.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	92.9%		99.9%	100.0%	99.6%	92.9%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	98.8%	99.3%	100.0%		99.7%	98.8%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	25.0%	<b>53.5%</b>	71.4%	37.5%	42.2%	41.7%	<b>57.9%</b>	70.2%	37.5%
4 <sup>th</sup> grade	38.5%	44.4%		68.1%	64.6%	38.0%	5.3%		76.2%	76.8%
5 <sup>th</sup> grade	40.2%	0.0%		68.6%	28.6%	35.4%	0.0%		69.8%	41.4%
6 <sup>th</sup> grade	38.0%	7.7%		73.5%	48.4%	34.9%	0.0%		71.8%	45.3%
7 <sup>th</sup> grade	31.2%	4.4%		66.5%	23.9%	27.2%	0.0%		66.7%	28.4%
8 <sup>th</sup> grade	24.3%	7.1%		62.8%	39.5%	23.6%	7.1%		67.1%	25.9%
10 <sup>th</sup> grade	33.9%	18.8%		74.4%	77.8%	29.2%	20.0%		64.0%	45.8%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	15.2%	10.3%	12.6%
Suspensions Out-of-School & Alternate Site	16.4%	8.5%	13.4%	9.3%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.4%	0.9%	0.9%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	2.7%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	85.9%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	4.3%	
Inside Regular Class less than 40% of day	14.7%	8.2%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.6%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.6%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	94.1%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	5.9%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	10.5%	
Students Ages 3-21 Received ESYS	85.8%	81.8%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	0.0%	
Ages 6 to 21	78.3%	9.1%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** St. James Parish  
**Total Public Population:** 4,150

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.4%
Gifted/Talented Students <sup>a</sup>	3.5%	1.8%
Regular Education Students <sup>a</sup>	84.3%	86.8%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	75.0%	25.0%	65.9%	78.5%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	11.0%	21.0%	6.9%	4.4%

	Special Ed.	
	State	Local
High School Diploma	19.4%	12.5%
GED/Skills Options	10.7%	15.6%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	31.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	9.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	14.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	76.0%	99.9%	99.7%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	8.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	14.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	76.0%	99.9%	99.8%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	46.7%	77.8%	86.7%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	46.7%	70.2%	72.2%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	9.4%	69.0%	64.7%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	9.4%	65.0%	65.6%
Proficient GEE ELA	23.5%	11.1%	63.9%	66.4%
Proficient GEE Math	38.6%	33.3%	74.5%	84.5%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	95.9%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	96.9%		99.9%	100.0%	99.6%	96.9%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	99.6%	99.3%	100.0%		99.8%	99.6%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	99.6%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.7%	99.3%	100.0%		99.7%	99.7%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	92.9%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	45.8%	<b>53.5%</b>	71.4%	69.8%	42.2%	50.0%	<b>57.9%</b>	70.2%	76.0%
4 <sup>th</sup> grade	38.5%	40.8%		68.1%	70.2%	38.0%	45.8%		76.2%	84.9%
5 <sup>th</sup> grade	40.2%	22.6%		68.6%	68.4%	35.4%	22.6%		69.8%	68.9%
6 <sup>th</sup> grade	38.0%	29.0%		73.5%	74.3%	34.9%	48.4%		71.8%	71.2%
7 <sup>th</sup> grade	31.2%	25.0%		66.5%	69.6%	27.2%	15.6%		66.7%	68.1%
8 <sup>th</sup> grade	24.3%	13.3%		62.8%	64.5%	23.6%	11.1%		67.1%	64.3%
10 <sup>th</sup> grade	33.9%	38.5%		74.4%	84.6%	29.2%	30.8%		64.0%	66.3%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	12.4%	10.3%	8.2%
Suspensions Out-of-School & Alternate Site	16.4%	20.0%	13.4%	20.0%
Expulsions In-School	0.1%	0.4%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	4.1%	0.9%	1.6%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	13	2.2%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	85.4%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	5.8%	
Inside Regular Class less than 40% of day	14.7%	8.5%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.3%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.3%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	87.8%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	6.1%
Service Provider Location	9.0%	6.1%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	24%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	91.7%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.4%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	96.3%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** St. John the Baptist Parish  
**Total Public Population:** 6,323

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	13.2%
Gifted/Talented Students <sup>a</sup>	3.5%	1.8%
Regular Education Students <sup>a</sup>	84.3%	85.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	34.0%	25.0%	65.9%	58.2%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	16.1%	21.0%	6.9%	9.3%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	13.4%
GED/Skills Options	10.7%	4.9%
Certificate of Achievement	9.1%	11.0%
Dropped Out	31.4%	57.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	10.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	4.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	84.9%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	10.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	4.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	85.2%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	43.5%	77.8%	77.8%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	30.4%	70.2%	69.6%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	19.4%	69.0%	68.9%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	39.4%	65.0%	70.8%
Proficient GEE ELA	23.5%	5.6%	63.9%	55.3%
Proficient GEE Math	38.6%	22.2%	74.5%	69.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	96.9%	<b>98.7%</b>	99.9%	99.8%	99.6%	96.9%	<b>98.7%</b>	99.9%	99.8%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	99.8%	99.5%	100.0%		99.9%	99.8%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	99.8%	99.3%	98.7%		99.8%	99.5%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.7%	99.1%	100.0%		99.7%	99.5%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.4%	97.6%	97.1%		99.3%	99.1%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	36.9%	<b>53.5%</b>	71.4%	69.9%	42.2%	32.3%	<b>57.9%</b>	70.2%	64.1%
4 <sup>th</sup> grade	38.5%	36.8%		68.1%	69.2%	38.0%	39.7%		76.2%	75.9%
5 <sup>th</sup> grade	40.2%	26.8%		68.6%	66.0%	35.4%	22.0%		69.8%	62.1%
6 <sup>th</sup> grade	38.0%	26.3%		73.5%	68.9%	34.9%	14.5%		71.8%	62.9%
7 <sup>th</sup> grade	31.2%	39.7%		66.5%	67.9%	27.2%	34.5%		66.7%	69.8%
8 <sup>th</sup> grade	24.3%	39.0%		62.8%	70.2%	23.6%	24.4%		67.1%	67.7%
10 <sup>th</sup> grade	33.9%	29.0%		74.4%	69.2%	29.2%	28.1%		64.0%	56.4%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	27.5%	10.3%	25.0%
Suspensions Out-of-School & Alternate Site	16.4%	15.8%	13.4%	12.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.8%	0.9%	1.1%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	26	2.4%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	80.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	11.1%	
Inside Regular Class less than 40% of day	14.7%	8.4%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.5%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	52.2%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	2.7%
Attending a Special Education Program – Separate Class	8.7%	21.2%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	6.2%
Service Provider Location	9.0%	17.7%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	91.7%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.3%	
Students Ages 3-21 Received ESYS	85.8%	81.8%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	61.5%	
Ages 6 to 21	78.3%	61.5%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** St. Landry Parish  
**Total Public Population:** 15,015

**School Year:** 2008-2009

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:

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

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Gifted/Talented Students <sup>a</sup>	3.5%	1.7%
Regular Education Students <sup>a</sup>	84.3%	85.6%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	62.3%	25.0%	65.9%	63.9%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	14.7%	21.0%	6.9%	7.0%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	20.3%
GED/Skills Options	10.7%	13.9%
Certificate of Achievement	9.1%	5.9%
Dropped Out	31.4%	39.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	10.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	82.6%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.1%	n/a	
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Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	27.8%	69.0%	76.8%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	27.8%	65.0%	66.5%
Proficient GEE ELA	23.5%	17.2%	63.9%	59.1%
Proficient GEE Math	38.6%	44.8%	74.5%	73.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	99.9%	99.6%	100.0%	<b>98.7%</b>	99.9%	99.8%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	99.9%	99.5%	100.0%		99.9%	99.9%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	99.9%	99.6%	100.0%		99.9%	99.9%
6 <sup>th</sup> grade	99.3%	99.3%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.8%	99.1%	100.0%		99.7%	99.8%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.9%	99.3%	100.0%		99.7%	99.9%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.5%	97.6%	100.0%		99.3%	99.9%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	48.7%	<b>53.5%</b>	71.4%	69.8%	42.2%	40.4%	<b>57.9%</b>	70.2%	68.6%
4 <sup>th</sup> grade	38.5%	35.3%		68.1%	70.3%	38.0%	37.5%		76.2%	80.0%
5 <sup>th</sup> grade	40.2%	25.8%		68.6%	63.9%	35.4%	27.3%		69.8%	69.3%
6 <sup>th</sup> grade	38.0%	34.3%		73.5%	70.9%	34.9%	35.8%		71.8%	72.3%
7 <sup>th</sup> grade	31.2%	27.4%		66.5%	64.0%	27.2%	24.0%		66.7%	70.6%
8 <sup>th</sup> grade	24.3%	22.9%		62.8%	65.2%	23.6%	25.2%		67.1%	75.4%
10 <sup>th</sup> grade	33.9%	34.7%		74.4%	74.0%	29.2%	22.5%		64.0%	59.6%

Discipline Percents <sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	4.1%	10.3%	2.2%
Suspensions Out-of-School & Alternate Site	16.4%	12.9%	13.4%	11.1%
Expulsions In-School	0.1%	0.9%	0.1%	0.4%
Expulsions Out-of-School & Alternate Site	0.7%	0.4%	0.9%	0.3%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	28	1.2%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	56.7%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	26.3%	
Inside Regular Class less than 40% of day	14.7%	15.5%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.6%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.6%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	75.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	2.9%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	1.2%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	18.0%
Service Provider Location	9.0%	2.9%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	97.4%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	1.8%	
Students Ages 3-21 Received ESYS	85.8%	92.1%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	92.8%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** St. Martin Parish  
**Total Public Population:** 8,390

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.5%
Gifted/Talented Students <sup>a</sup>	3.5%	1.1%
Regular Education Students <sup>a</sup>	84.3%	87.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	30.3%	<b>25.0%</b>	65.9%	60.9%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	11.9%	<b>21.0%</b>	6.9%	6.2%

	Special Ed.	
	State	Local
High School Diploma	19.4%	17.0%
GED/Skills Options	10.7%	10.0%
Certificate of Achievement	9.1%	12.0%
Dropped Out	31.4%	42.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	9.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	11.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	79.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	9.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	11.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	79.5%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	37.3%	77.8%	73.4%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	41.2%	70.2%	67.4%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	7.1%	69.0%	61.2%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	16.7%	65.0%	57.8%
Proficient GEE ELA	23.5%	26.7%	63.9%	59.7%
Proficient GEE Math	38.6%	46.7%	74.5%	74.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	98.6%	<b>98.7%</b>	99.9%	100.0%	99.6%	98.6%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	98.6%		99.8%	100.0%	99.3%	98.6%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.8%	99.1%	98.6%		99.7%	99.8%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.6%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	59.7%	<b>53.5%</b>	71.4%	82.7%	42.2%	56.9%	<b>57.9%</b>	70.2%	79.7%
4 <sup>th</sup> grade	38.5%	40.8%		68.1%	66.7%	38.0%	38.2%		76.2%	72.1%
5 <sup>th</sup> grade	40.2%	39.7%		68.6%	65.0%	35.4%	37.0%		69.8%	59.8%
6 <sup>th</sup> grade	38.0%	44.1%		73.5%	72.5%	34.9%	44.1%		71.8%	67.8%
7 <sup>th</sup> grade	31.2%	24.6%		66.5%	55.2%	27.2%	27.5%		66.7%	55.3%
8 <sup>th</sup> grade	24.3%	20.0%		62.8%	57.5%	23.6%	15.4%		67.1%	60.4%
10 <sup>th</sup> grade	33.9%	48.0%		74.4%	73.7%	29.2%	32.0%		64.0%	60.0%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	11.7%	10.3%	13.6%
Suspensions Out-of-School & Alternate Site	16.4%	16.1%	13.4%	14.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	1.3%	0.9%	1.9%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	29	2.6%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	70.4%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	15.2%	
Inside Regular Class less than 40% of day	14.7%	13.2%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.2%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.2%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	73.4%
In the Regular Early Childhood Program 40-79% of time	4.1%	2.1%
In the Regular Early Childhood Program less than 40% of time	11.7%	1.4%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	11.9%
Service Provider Location	9.0%	11.2%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	40%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	95.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.5%	
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<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	84.7%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** St. Mary Parish  
**Total Public Population:** 9,530

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	14.9%
Gifted/Talented Students <sup>a</sup>	3.5%	4.4%
Regular Education Students <sup>a</sup>	84.3%	80.7%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	33.9%	<b>25.0%</b>	65.9%	62.8%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	13.2%	<b>21.0%</b>	6.9%	5.8%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	15.2%
GED/Skills Options	10.7%	20.3%
Certificate of Achievement	9.1%	1.4%
Dropped Out	31.4%	33.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	14.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	78.0%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	14.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	78.2%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	47.7%	77.8%	77.5%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	46.5%	70.2%	73.2%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	24.2%	69.0%	71.3%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	25.4%	65.0%	64.3%
Proficient GEE ELA	23.5%	25.8%	63.9%	63.8%
Proficient GEE Math	38.6%	58.1%	74.5%	79.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	98.9%	<b>98.7%</b>	99.9%	100.0%	99.6%	98.9%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	99.0%		99.8%	100.0%	99.3%	99.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.8%	99.3%	100.0%		99.7%	99.8%
10 <sup>th</sup> grade	97.2%	95.0%		99.3%	99.1%	97.6%	97.5%		99.3%	99.1%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	60.2%	<b>53.5%</b>	71.4%	85.1%	42.2%	61.4%	<b>57.9%</b>	70.2%	78.5%
4 <sup>th</sup> grade	38.5%	41.5%		68.1%	69.9%	38.0%	40.8%		76.2%	74.6%
5 <sup>th</sup> grade	40.2%	44.9%		68.6%	69.9%	35.4%	34.6%		69.8%	69.2%
6 <sup>th</sup> grade	38.0%	28.7%		73.5%	71.8%	34.9%	22.3%		71.8%	67.1%
7 <sup>th</sup> grade	31.2%	25.2%		66.5%	67.9%	27.2%	17.7%		66.7%	64.1%
8 <sup>th</sup> grade	24.3%	24.7%		62.8%	63.5%	23.6%	23.7%		67.1%	70.6%
10 <sup>th</sup> grade	33.9%	42.1%		74.4%	78.9%	29.2%	18.4%		64.0%	63.9%

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	11.8%		10.3%	9.6%
Suspensions Out-of-School & Alternate Site	16.4%	15.2%		13.4%	11.4%
Expulsions In-School	0.1%	0.0%		0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.4%		0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	22	1.2%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	56.9%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	29.1%	
Inside Regular Class less than 40% of day	14.7%	12.6%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.4%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.4%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	55.8%
In the Regular Early Childhood Program 40-79% of time	4.1%	1.4%
In the Regular Early Childhood Program less than 40% of time	11.7%	2.7%
Attending a Special Education Program – Separate Class	8.7%	17.7%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	8.8%
Service Provider Location	9.0%	13.6%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	64.3%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.2%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	94.9%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 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 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** St. Tammany Parish  
**Total Public Population:** 35,772

**School Year:** 2008-2009

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:

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

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	State	Local
Students with Disabilities <sup>a</sup>	12.2%	16.0%
Gifted/Talented Students <sup>a</sup>	3.5%	8.5%
Regular Education Students <sup>a</sup>	84.3%	75.5%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	57.0%	25.0%	65.9%	79.5%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	9.5%	21.0%	6.9%	4.1%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	33.7%
GED/Skills Options	10.7%	9.6%
Certificate of Achievement	9.1%	5.7%
Dropped Out	31.4%	23.9%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	10.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	81.6%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	10.6%	n/a	
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Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	53.5%	70.2%	86.3%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	38.6%	69.0%	82.3%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	43.1%	65.0%	77.5%
Proficient GEE ELA	23.5%	33.7%	63.9%	75.3%
Proficient GEE Math	38.6%	49.4%	74.5%	84.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	99.8%	<b>98.7%</b>	99.9%	99.9%	99.6%	99.6%	<b>98.7%</b>	99.9%	99.9%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	99.9%	99.6%	100.0%		99.9%	99.9%	
6 <sup>th</sup> grade	99.3%	99.7%		99.8%	99.9%	99.3%	99.7%		99.8%	99.9%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.9%	99.1%	100.0%		99.7%	99.8%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.6%	97.6%	100.0%		99.3%	99.7%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	61.0%	<b>53.5%</b>	71.4%	89.5%	42.2%	56.1%	<b>57.9%</b>	70.2%	88.0%	
4 <sup>th</sup> grade	38.5%	49.4%		68.1%	85.7%	38.0%	48.3%		76.2%	89.9%	
5 <sup>th</sup> grade	40.2%	53.8%		68.6%	82.7%	35.4%	46.8%		69.8%	79.3%	
6 <sup>th</sup> grade	38.0%	58.2%		73.5%	85.7%	34.9%	50.8%		71.8%	87.1%	
7 <sup>th</sup> grade	31.2%	42.7%		66.5%	79.5%	27.2%	37.8%		66.7%	80.6%	
8 <sup>th</sup> grade	24.3%	36.8%		62.8%	76.8%	23.6%	38.4%		67.1%	82.0%	
10 <sup>th</sup> grade	33.9%	50.0%		74.4%	84.5%	29.2%	39.8%		64.0%	75.6%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	12.4%	10.3%	9.9%
Suspensions Out-of-School & Alternate Site	16.4%	11.2%	13.4%	7.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.7%	0.9%	0.7%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	52	0.6%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	44.9%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	27.0%	
Inside Regular Class less than 40% of day	14.7%	26.7%	<b>12.94%</b>
Separate School	0.4%	0.8%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.6%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.4%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	47.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	10.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	15.4%
Attending a Special Education Program – Separate Class	8.7%	14.6%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.7%
Service Provider Location	9.0%	12.2%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	89.2%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.2%	
Students Ages 3-21 Received ESYS	85.8%	92.1%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	85.7%	
Ages 6 to 21	78.3%	84.7%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Tangipahoa Parish  
**Total Public Population:** 19,254

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.7%
Gifted/Talented Students <sup>a</sup>	3.5%	1.6%
Regular Education Students <sup>a</sup>	84.3%	86.7%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	49.6%	25.0%	65.9%	66.2%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	9.2%	21.0%	6.9%	7.4%

	Special Ed.	
	State	Local
High School Diploma	19.4%	21.0%
GED/Skills Options	10.7%	7.7%
Certificate of Achievement	9.1%	11.7%
Dropped Out	31.4%	39.1%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	6.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	28.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	65.4%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	6.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	28.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	65.5%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	42.5%	77.8%	70.4%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	41.6%	70.2%	61.3%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	21.3%	69.0%	67.1%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	40.4%	65.0%	61.1%
Proficient GEE ELA	23.5%	16.7%	63.9%	57.8%
Proficient GEE Math	38.6%	40.0%	74.5%	69.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	98.8%	<b>98.7%</b>	99.9%	100.0%	99.6%	98.8%	<b>98.7%</b>	99.9%	99.9%
4 <sup>th</sup> grade	99.5%	99.1%		99.9%	100.0%	99.5%	99.1%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	98.3%		99.8%	99.9%	99.3%	98.8%		99.8%	99.8%
7 <sup>th</sup> grade	99.1%	98.3%		99.8%	99.9%	99.1%	98.3%		99.7%	99.9%
8 <sup>th</sup> grade	99.0%	98.2%		99.6%	99.7%	99.3%	99.1%		99.7%	99.9%
10 <sup>th</sup> grade	97.2%	94.6%		99.3%	99.3%	97.6%	95.5%		99.3%	99.3%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	36.2%	<b>53.5%</b>	71.4%	62.1%	42.2%	32.5%	<b>57.9%</b>	70.2%	60.6%
4 <sup>th</sup> grade	38.5%	36.8%		68.1%	58.2%	38.0%	34.5%		76.2%	68.5%
5 <sup>th</sup> grade	40.2%	34.0%		68.6%	61.1%	35.4%	33.3%		69.8%	60.8%
6 <sup>th</sup> grade	38.0%	25.0%		73.5%	64.7%	34.9%	27.4%		71.8%	66.3%
7 <sup>th</sup> grade	31.2%	27.0%		66.5%	56.4%	27.2%	28.9%		66.7%	63.5%
8 <sup>th</sup> grade	24.3%	24.3%		62.8%	58.6%	23.6%	19.9%		67.1%	64.7%
10 <sup>th</sup> grade	33.9%	28.7%		74.4%	69.6%	29.2%	17.8%		64.0%	58.2%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	17.4%	10.3%	17.7%
Suspensions Out-of-School & Alternate Site	16.4%	20.4%	13.4%	16.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	1.2%	0.9%	0.6%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	93	3.4%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	63.3%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	16.2%	
Inside Regular Class less than 40% of day	14.7%	17.2%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	2.0%	
Correctional Facilities	0.4%	1.3%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	2.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	80.1%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.7%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	2.9%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	7.4%
Service Provider Location	9.0%	8.8%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	93.3%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.1%	
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<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	94.8%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Tensas Parish  
**Total Public Population:** 747

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	16.6%
Gifted/Talented Students <sup>a</sup>	3.5%	3.1%
Regular Education Students <sup>a</sup>	84.3%	80.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	62.5%	25.0%	65.9%	62.5%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	3.2%	21.0%	6.9%	4.6%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	42.9%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	28.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	8.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	30.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	61.3%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	8.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	29.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	62.3%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	33.3%	77.8%	74.1%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	100.0%	70.2%	64.8%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	51.2%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	50.0%	65.0%	51.2%
Proficient GEE ELA	23.5%	0.0%	63.9%	40.7%
Proficient GEE Math	38.6%	0.0%	74.5%	59.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	97.8%	99.6%	100.0%		99.9%	97.8%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	75.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	36.4%	<b>53.5%</b>	71.4%	54.0%	42.2%	27.3%	<b>57.9%</b>	70.2%	60.0%
4 <sup>th</sup> grade	38.5%	70.6%		68.1%	63.9%	38.0%	29.4%		76.2%	72.1%
5 <sup>th</sup> grade	40.2%	50.0%		68.6%	59.1%	35.4%	50.0%		69.8%	56.8%
6 <sup>th</sup> grade	38.0%	20.0%		73.5%	70.0%	34.9%	20.0%		71.8%	70.0%
7 <sup>th</sup> grade	31.2%	40.0%		66.5%	69.2%	27.2%	20.0%		66.7%	57.7%
8 <sup>th</sup> grade	24.3%	33.3%		62.8%	46.8%	23.6%	0.0%		67.1%	53.2%
10 <sup>th</sup> grade	33.9%	50.0%		74.4%	61.5%	29.2%	50.0%		64.0%	42.3%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	4.6%	10.3%	5.1%
Suspensions Out-of-School & Alternate Site	16.4%	12.6%	13.4%	17.1%
Expulsions In-School	0.1%	0.0%	0.1%	1.2%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.8%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	2.9%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	87.1%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	6.9%	
Inside Regular Class less than 40% of day	14.7%	6.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	58.8%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	29.4%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	11.8%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	66.7%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.9%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	50.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Terrebonne Parish  
**Total Public Population:** 19,011

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.8%
Gifted/Talented Students <sup>a</sup>	3.5%	4.1%
Regular Education Students <sup>a</sup>	84.3%	84.0%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	20.6%	<b>25.0%</b>	65.9%	66.7%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	11.0%	<b>21.0%</b>	6.9%	5.7%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	12.3%
GED/Skills Options	10.7%	26.8%
Certificate of Achievement	9.1%	3.9%
Dropped Out	31.4%	38.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	8.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	12.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	78.4%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	12.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	78.6%	99.9%	99.8%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	32.1%	77.8%	79.1%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	32.9%	70.2%	69.1%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	10.5%	69.0%	67.2%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	9.0%	65.0%	57.8%
Proficient GEE ELA	23.5%	11.5%	63.9%	54.4%
Proficient GEE Math	38.6%	19.2%	74.5%	68.6%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	98.9%	<b>98.7%</b>	99.9%	100.0%	99.6%	98.9%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	99.3%		99.9%	99.9%	99.5%	99.3%		99.9%	99.9%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	99.9%	99.3%	100.0%		99.8%	99.9%	
7 <sup>th</sup> grade	99.1%	98.3%		99.8%	99.6%	99.1%	98.8%		99.7%	99.4%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.9%	99.3%	100.0%		99.7%	99.9%	
10 <sup>th</sup> grade	97.2%	96.3%		99.3%	98.6%	97.6%	96.4%		99.3%	99.1%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	40.3%	<b>53.5%</b>	71.4%	75.4%	42.2%	34.1%	<b>57.9%</b>	70.2%	78.2%	
4 <sup>th</sup> grade	38.5%	29.1%		68.1%	66.2%	38.0%	32.4%		76.2%	78.2%	
5 <sup>th</sup> grade	40.2%	40.0%		68.6%	71.9%	35.4%	32.0%		69.8%	71.5%	
6 <sup>th</sup> grade	38.0%	40.5%		73.5%	75.3%	34.9%	40.0%		71.8%	78.3%	
7 <sup>th</sup> grade	31.2%	18.7%		66.5%	58.9%	27.2%	13.9%		66.7%	60.3%	
8 <sup>th</sup> grade	24.3%	11.1%		62.8%	55.1%	23.6%	10.2%		67.1%	64.3%	
10 <sup>th</sup> grade	33.9%	20.8%		74.4%	67.7%	29.2%	24.1%		64.0%	54.1%	

Discipline Percents <sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	1.7%	10.3%	1.6%
Suspensions Out-of-School & Alternate Site	16.4%	22.7%	13.4%	18.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.2%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	63.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	24.9%	
Inside Regular Class less than 40% of day	14.7%	9.3%	<b>12.94%</b>
Separate School	0.4%	1.4%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.6%	
Correctional Facilities	0.4%	0.1%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.9%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	46.1%
In the Regular Early Childhood Program 40-79% of time	4.1%	3.5%
In the Regular Early Childhood Program less than 40% of time	11.7%	3.5%
Attending a Special Education Program – Separate Class	8.7%	17.4%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	4.6%
Service Provider Location	9.0%	24.9%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	42%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	65.2%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.8%	
Students Ages 3-21 Received ESYS	85.8%	99.2%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	89.0%	
Ages 6 to 21	78.3%	68.3%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Union Parish  
**Total Public Population:** 2,866

**School Year:** 2008-2009

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><b>FAPE in the LRE</b></p> <p><b>1. Graduation with a High School Diploma</b></p> <p><b>2. Dropping Out of High School</b></p> <p><b>3. Participation and Performance on Statewide Assessment</b></p> <p><b>4. Suspension/Expulsion Rates</b></p> <p><b>5. Educational Environment (ages 6-21)</b></p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p><b>8. Parental Involvement</b></p>	<p><b>Disproportionality</b></p> <p><b>9. Special Education and Related Services</b></p> <p><b>10. Specific Disability Categories</b></p> <p>Effective General Supervision Part B / Child Find</p> <p><b>11. Evaluation Timelines</b></p> <p>Effective General Supervision Part B / Effective Transition</p> <p><b>12. Transition from Part C</b></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 <sup>a</sup>	12.2%	13.1%
Gifted/Talented Students <sup>a</sup>	3.5%	0.7%
Regular Education Students <sup>a</sup>	84.3%	86.2%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	47.6%	25.0%	65.9%	66.2%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	17.6%	21.0%	6.9%	9.6%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	26.5%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	16.3%
Dropped Out	31.4%	8.2%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	12.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	80.3%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	12.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	80.3%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	31.8%	77.8%	65.2%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	45.5%	70.2%	55.1%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	7.1%	69.0%	60.8%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	21.4%	65.0%	51.2%
Proficient GEE ELA	23.5%	0.0%	63.9%	54.9%
Proficient GEE Math	38.6%	30.0%	74.5%	63.4%

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	26.7%	<b>53.5%</b>	71.4%	52.2%	42.2%	26.7%	<b>57.9%</b>	70.2%	55.2%
4 <sup>th</sup> grade	38.5%	28.2%		68.1%	55.3%	38.0%	18.0%		76.2%	66.2%
5 <sup>th</sup> grade	40.2%	29.4%		68.6%	55.2%	35.4%	29.4%		69.8%	54.6%
6 <sup>th</sup> grade	38.0%	22.2%		73.5%	62.4%	34.9%	7.4%		71.8%	68.8%
7 <sup>th</sup> grade	31.2%	15.2%		66.5%	58.1%	27.2%	15.2%		66.7%	54.5%
8 <sup>th</sup> grade	24.3%	31.0%		62.8%	45.1%	23.6%	16.7%		67.1%	54.7%
10 <sup>th</sup> grade	33.9%	23.5%		74.4%	63.8%	29.2%	5.9%		64.0%	55.7%

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	17.3%	10.3%	10.4%
Suspensions Out-of-School & Alternate Site	16.4%	21.0%	13.4%	19.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.3%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	16	3.9%	Yes

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	81.4%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	12.6%	
Inside Regular Class less than 40% of day	14.7%	4.8%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.2%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.2%	<b>2.14%</b>

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	75.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	17.5%
Attending a Special Education Program – Separate Class	8.7%	5.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	2.5%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	23%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.5%	
Students Ages 3-21 Received ESYS	85.8%	78.6%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	94.7%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Vermilion Parish  
**Total Public Population:** 9,004

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	13.1%
Gifted/Talented Students <sup>a</sup>	3.5%	1.5%
Regular Education Students <sup>a</sup>	84.3%	85.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	43.3%	25.0%	65.9%	71.5%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	9.1%	21.0%	6.9%	4.2%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	19.1%
GED/Skills Options	10.7%	27.0%
Certificate of Achievement	9.1%	0.9%
Dropped Out	31.4%	25.2%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	5.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	11.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	82.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	5.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	11.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	82.3%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	48.1%	77.8%	85.5%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	37.7%	70.2%	71.1%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	12.5%	69.0%	76.2%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	31.9%	65.0%	68.3%
Proficient GEE ELA	23.5%	15.4%	63.9%	68.2%
Proficient GEE Math	38.6%	53.9%	74.5%	82.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	97.8%	<b>98.7%</b>	99.9%	100.0%	99.6%	97.8%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	99.1%		99.9%	99.9%	99.5%	99.1%		99.9%	99.9%
5 <sup>th</sup> grade	99.6%	99.0%		99.9%	100.0%	99.6%	99.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	98.3%		99.8%	100.0%	99.3%	98.3%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	99.0%		99.8%	99.8%	99.1%	99.0%		99.7%	99.6%
8 <sup>th</sup> grade	99.0%	98.6%		99.6%	99.8%	99.3%	98.7%		99.7%	99.8%
10 <sup>th</sup> grade	97.2%	94.4%		99.3%	99.8%	97.6%	100.0%		99.3%	99.8%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	52.2%	<b>53.5%</b>	71.4%	77.3%	42.2%	53.3%	<b>57.9%</b>	70.2%	84.3%
4 <sup>th</sup> grade	38.5%	34.2%		68.1%	70.4%	38.0%	43.0%		76.2%	84.7%
5 <sup>th</sup> grade	40.2%	32.0%		68.6%	70.3%	35.4%	29.9%		69.8%	73.4%
6 <sup>th</sup> grade	38.0%	43.1%		73.5%	83.8%	34.9%	27.6%		71.8%	76.7%
7 <sup>th</sup> grade	31.2%	39.0%		66.5%	76.0%	27.2%	27.4%		66.7%	75.1%
8 <sup>th</sup> grade	24.3%	28.2%		62.8%	67.9%	23.6%	16.7%		67.1%	75.2%
10 <sup>th</sup> grade	33.9%	50.0%		74.4%	82.4%	29.2%	33.3%		64.0%	67.9%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	19.7%	10.3%	17.5%
Suspensions Out-of-School & Alternate Site	16.4%	13.5%	13.4%	9.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	1.0%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	18	1.3%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	85.2%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	7.0%	
Inside Regular Class less than 40% of day	14.7%	6.2%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.6%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.6%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	63.9%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	3.9%
Attending a Special Education Program – Separate Class	8.7%	9.4%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	6.7%
Service Provider Location	9.0%	16.1%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	76.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.7%	
Students Ages 3-21 Received ESYS	85.8%	89.8%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	98.8%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Vernon Parish  
**Total Public Population:** 9,686

**School Year:** 2008-2009

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><b>1. Graduation with a High School Diploma</b></p> <p><b>2. Dropping Out of High School</b></p> <p><b>3. Participation and Performance on Statewide Assessment</b></p> <p><b>4. Suspension/Expulsion Rates</b></p> <p><b>5. Educational Environment (ages 6-21)</b></p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p><b>8. Parental Involvement</b></p>	<p><u>Disproportionality</u></p> <p><b>9. Special Education and Related Services</b></p> <p><b>10. Specific Disability Categories</b></p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p><b>11. Evaluation Timelines</b></p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p><b>12. Transition from Part C</b></p> <p>13. Post-secondary Goals</p> <p>14. Post-secondary Outcomes</p>
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<http://www.louisianaschools.net/lde/eia/2115.html>.

	State	Local
Students with Disabilities <sup>a</sup>	12.2%	13.9%
Gifted/Talented Students <sup>a</sup>	3.5%	3.4%
Regular Education Students <sup>a</sup>	84.3%	82.7%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	73.4%	25.0%	65.9%	76.6%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	4.6%	21.0%	6.9%	3.1%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	28.2%
GED/Skills Options	10.7%	5.6%
Certificate of Achievement	9.1%	4.0%
Dropped Out	31.4%	8.1%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	5.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	6.3%		
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	87.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	5.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	6.2%		
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	87.9%	99.9%	100.0%
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Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	55.0%	70.2%	82.6%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	22.4%	69.0%	80.1%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	23.9%	65.0%	75.2%
Proficient GEE ELA	23.5%	23.5%	63.9%	72.2%
Proficient GEE Math	38.6%	33.3%	74.5%	81.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	99.9%	99.6%	100.0%	<b>98.7%</b>	99.9%	99.9%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	98.3%		99.8%	99.5%	99.1%	98.3%		99.7%	99.5%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.8%	99.3%	100.0%		99.7%	99.8%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	50.5%	<b>53.5%</b>	71.4%	82.3%	42.2%	50.5%	<b>57.9%</b>	70.2%	82.8%
4 <sup>th</sup> grade	38.5%	52.7%		68.1%	82.5%	38.0%	48.1%		76.2%	83.7%
5 <sup>th</sup> grade	40.2%	47.3%		68.6%	81.8%	35.4%	51.7%		69.8%	83.1%
6 <sup>th</sup> grade	38.0%	61.7%		73.5%	91.0%	34.9%	59.6%		71.8%	92.5%
7 <sup>th</sup> grade	31.2%	46.8%		66.5%	83.0%	27.2%	31.2%		66.7%	84.2%
8 <sup>th</sup> grade	24.3%	24.4%		62.8%	74.7%	23.6%	23.2%		67.1%	78.8%
10 <sup>th</sup> grade	33.9%	38.2%		74.4%	82.8%	29.2%	29.1%		64.0%	73.0%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	6.2%	10.3%	7.3%
Suspensions Out-of-School & Alternate Site	16.4%	13.8%	13.4%	9.7%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.4%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	73.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	20.8%	
Inside Regular Class less than 40% of day	14.7%	4.4%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	73.4%
In the Regular Early Childhood Program 40-79% of time	4.1%	11.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.6%
Attending a Special Education Program – Separate Class	8.7%	5.8%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	3.9%
Service Provider Location	9.0%	5.2%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	25%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.7%	
Students Ages 3-21 Received ESYS	85.8%	73.8%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	58.8%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Washington Parish  
**Total Public Population:** 5,287

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	15.5%
Gifted/Talented Students <sup>a</sup>	3.5%	5.1%
Regular Education Students <sup>a</sup>	84.3%	79.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	92.9%	<b>25.0%</b>	65.9%	80.3%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	3.8%	<b>21.0%</b>	6.9%	3.4%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	32.3%
GED/Skills Options	10.7%	1.6%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	22.6%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	9.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	5.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	85.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	9.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	5.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	85.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	23.6%	77.8%	78.3%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	25.5%	70.2%	68.3%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	41.5%	69.0%	78.6%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	35.9%	65.0%	62.4%
Proficient GEE ELA	23.5%	22.2%	63.9%	61.3%
Proficient GEE Math	38.6%	16.7%	74.5%	70.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	98.7%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	99.7%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	99.7%	99.3%	100.0%		99.8%	99.7%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	98.5%		99.6%	99.7%	99.3%	98.5%		99.7%	99.7%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.6%	97.6%	100.0%		99.3%	99.6%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	34.6%	<b>53.5%</b>	71.4%	71.1%	42.2%	29.5%	<b>57.9%</b>	70.2%	60.9%
4 <sup>th</sup> grade	38.5%	26.5%		68.1%	68.1%	38.0%	25.3%		76.2%	78.1%
5 <sup>th</sup> grade	40.2%	45.3%		68.6%	61.2%	35.4%	29.3%		69.8%	63.8%
6 <sup>th</sup> grade	38.0%	54.6%		73.5%	75.9%	34.9%	42.4%		71.8%	73.5%
7 <sup>th</sup> grade	31.2%	32.0%		66.5%	61.2%	27.2%	29.9%		66.7%	67.8%
8 <sup>th</sup> grade	24.3%	32.3%		62.8%	61.5%	23.6%	36.9%		67.1%	76.7%
10 <sup>th</sup> grade	33.9%	37.9%		74.4%	71.2%	29.2%	48.3%		64.0%	61.2%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	11.9%	10.3%	8.4%
Suspensions Out-of-School & Alternate Site	16.4%	4.7%	13.4%	3.4%
Expulsions In-School	0.1%	0.1%	0.1%	0.2%
Expulsions Out-of-School & Alternate Site	0.7%	0.3%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.6%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	61.1%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	23.5%	
Inside Regular Class less than 40% of day	14.7%	14.7%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.7%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.7%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	77.8%
In the Regular Early Childhood Program 40-79% of time	4.1%	1.1%
In the Regular Early Childhood Program less than 40% of time	11.7%	5.6%
Attending a Special Education Program – Separate Class	8.7%	12.2%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	3.3%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	88.9%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.6%	
Students Ages 3-21 Received ESYS	85.8%	86.5%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	69.2%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Webster Parish  
**Total Public Population:** 7,181

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.9%
Gifted/Talented Students <sup>a</sup>	3.5%	2.8%
Regular Education Students <sup>a</sup>	84.3%	85.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	51.2%	25.0%	65.9%	76.5%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	7.5%	21.0%	6.9%	4.2%

	Special Ed.	
	State	Local
High School Diploma	19.4%	26.6%
GED/Skills Options	10.7%	21.5%
Certificate of Achievement	9.1%	5.1%
Dropped Out	31.4%	6.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	6.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	34.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	58.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	6.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	34.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	58.8%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	25.7%	77.8%	68.1%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	22.9%	70.2%	55.7%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	13.8%	69.0%	59.8%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	24.1%	65.0%	57.2%
Proficient GEE ELA	23.5%	27.3%	63.9%	53.8%
Proficient GEE Math	38.6%	45.5%	74.5%	63.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	99.8%	99.6%	100.0%		99.9%	99.8%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	92.6%		99.3%	100.0%	97.6%	96.3%		99.3%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	30.8%	<b>53.5%</b>	71.4%	57.3%	42.2%	28.9%	<b>57.9%</b>	70.2%	58.9%	
4 <sup>th</sup> grade	38.5%	25.3%		68.1%	52.7%	38.0%	20.5%		76.2%	65.1%	
5 <sup>th</sup> grade	40.2%	46.6%		68.6%	59.7%	35.4%	39.7%		69.8%	60.4%	
6 <sup>th</sup> grade	38.0%	31.0%		73.5%	71.2%	34.9%	31.0%		71.8%	69.5%	
7 <sup>th</sup> grade	31.2%	15.4%		66.5%	60.9%	27.2%	19.2%		66.7%	63.3%	
8 <sup>th</sup> grade	24.3%	16.2%		62.8%	55.3%	23.6%	10.8%		67.1%	57.7%	
10 <sup>th</sup> grade	33.9%	25.9%		74.4%	63.7%	29.2%	29.6%		64.0%	54.3%	

Discipline Percents <sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	6.7%
Suspensions Out-of-School & Alternate Site	16.4%	11.8%	13.4%	9.6%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.1%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	79.4%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	16.2%	
Inside Regular Class less than 40% of day	14.7%	3.3%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	69.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	4.8%
In the Regular Early Childhood Program less than 40% of time	11.7%	6.0%
Attending a Special Education Program – Separate Class	8.7%	14.3%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	2.4%
Service Provider Location	9.0%	3.6%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	3.4%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	94.6%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** West Baton Rouge Parish  
**Total Public Population:** 3,792

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	10.7%
Gifted/Talented Students <sup>a</sup>	3.5%	3.1%
Regular Education Students <sup>a</sup>	84.3%	86.2%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	29.4%	<b>25.0%</b>	65.9%	67.0%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	21.5%	<b>21.0%</b>	6.9%	4.4%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	12.9%
GED/Skills Options	10.7%	3.2%
Certificate of Achievement	9.1%	6.5%
Dropped Out	31.4%	41.9%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	7.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	11.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	81.6%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	7.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	11.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	81.2%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	42.3%	77.8%	78.3%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	46.2%	70.2%	67.5%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	15.8%	69.0%	71.5%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	26.3%	65.0%	68.3%
Proficient GEE ELA	23.5%	20.0%	63.9%	72.9%
Proficient GEE Math	38.6%	20.0%	74.5%	78.8%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	97.4%		99.9%	100.0%	99.6%	97.4%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.6%	99.1%	100.0%		99.7%	99.6%	
8 <sup>th</sup> grade	99.0%	96.6%		99.6%	100.0%	99.3%	96.6%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	52.6%	<b>53.5%</b>	71.4%	73.0%	42.2%	26.3%	<b>57.9%</b>	70.2%	66.8%	
4 <sup>th</sup> grade	38.5%	44.7%		68.1%	68.6%	38.0%	36.8%		76.2%	78.2%	
5 <sup>th</sup> grade	40.2%	23.7%		68.6%	67.3%	35.4%	21.1%		69.8%	64.1%	
6 <sup>th</sup> grade	38.0%	23.1%		73.5%	64.9%	34.9%	26.9%		71.8%	74.1%	
7 <sup>th</sup> grade	31.2%	26.9%		66.5%	58.8%	27.2%	19.2%		66.7%	70.0%	
8 <sup>th</sup> grade	24.3%	24.1%		62.8%	66.2%	23.6%	24.1%		67.1%	70.6%	
10 <sup>th</sup> grade	33.9%	28.6%		74.4%	78.6%	29.2%	28.6%		64.0%	73.1%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	23.1%	10.3%	19.1%
Suspensions Out-of-School & Alternate Site	16.4%	3.2%	13.4%	2.1%
Expulsions In-School	0.1%	0.6%	0.1%	0.5%
Expulsions Out-of-School & Alternate Site	0.7%	0.8%	0.9%	1.2%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.2%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	68.7%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	21.7%	
Inside Regular Class less than 40% of day	14.7%	8.8%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.8%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.8%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	70.5%
In the Regular Early Childhood Program 40-79% of time	4.1%	4.5%
In the Regular Early Childhood Program less than 40% of time	11.7%	4.5%
Attending a Special Education Program – Separate Class	8.7%	4.5%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	6.8%
Service Provider Location	9.0%	9.1%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	98.4%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.2%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** West Carroll Parish  
**Total Public Population:** 2,229

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.2%
Gifted/Talented Students <sup>a</sup>	3.5%	1.4%
Regular Education Students <sup>a</sup>	84.3%	87.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	50.0%	25.0%	65.9%	65.8%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	11.8%	21.0%	6.9%	5.5%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	12.5%
GED/Skills Options	10.7%	8.3%
Certificate of Achievement	9.1%	29.2%
Dropped Out	31.4%	8.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	10.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	16.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	73.1%	99.9%	99.7%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	10.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	16.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	73.1%	99.9%	99.7%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	57.1%	77.8%	81.3%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	64.3%	70.2%	73.3%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	50.0%	69.0%	76.6%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	50.0%	65.0%	78.8%
Proficient GEE ELA	23.5%	25.0%	63.9%	62.5%
Proficient GEE Math	38.6%	0.0%	74.5%	83.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	98.7%	99.6%	100.0%		99.9%	98.7%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	99.3%	99.3%	100.0%		99.8%	99.3%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	93.3%		99.6%	100.0%	99.3%	87.5%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.3%	97.6%	100.0%		99.3%	99.3%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	57.7%	<b>53.5%</b>	71.4%	75.9%	42.2%	50.0%	<b>57.9%</b>	70.2%	73.7%	
4 <sup>th</sup> grade	38.5%	47.6%		68.1%	72.7%	38.0%	38.1%		76.2%	78.8%	
5 <sup>th</sup> grade	40.2%	64.7%		68.6%	61.6%	35.4%	47.1%		69.8%	64.4%	
6 <sup>th</sup> grade	38.0%	44.4%		73.5%	81.4%	34.9%	22.2%		71.8%	72.9%	
7 <sup>th</sup> grade	31.2%	22.2%		66.5%	76.1%	27.2%	11.1%		66.7%	75.0%	
8 <sup>th</sup> grade	24.3%	42.9%		62.8%	77.9%	23.6%	53.3%		67.1%	76.4%	
10 <sup>th</sup> grade	33.9%	0.0%		74.4%	83.9%	29.2%	22.2%		64.0%	62.3%	

Discipline Percents <sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	2.0%	10.3%	0.8%
Suspensions Out-of-School & Alternate Site	16.4%	8.6%	13.4%	6.7%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.3%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.7%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	59.5%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	27.3%	
Inside Regular Class less than 40% of day	14.7%	12.3%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.9%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.9%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	82.5%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	2.5%
Attending a Special Education Program – Separate Class	8.7%	2.5%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	7.5%
Service Provider Location	9.0%	5.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	1.8%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	38.9%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** West Feliciana Parish  
**Total Public Population:** 2,323

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.7%
Gifted/Talented Students <sup>a</sup>	3.5%	5.3%
Regular Education Students <sup>a</sup>	84.3%	83.0%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	15.0%	<b>25.0%</b>	65.9%	73.1%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	6.9%	<b>21.0%</b>	6.9%	4.3%

	Special Ed.	
	State	Local
High School Diploma	19.4%	26.7%
GED/Skills Options	10.7%	30.0%
Certificate of Achievement	9.1%	10.0%
Dropped Out	31.4%	16.7%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	11.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	6.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	82.4%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	11.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	7.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	81.4%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	50.0%	77.8%	87.6%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	43.8%	70.2%	74.5%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	7.1%	69.0%	78.2%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	21.4%	65.0%	78.9%
Proficient GEE ELA	23.5%	42.9%	63.9%	80.7%
Proficient GEE Math	38.6%	57.1%	74.5%	85.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	80.0%		99.3%	100.0%	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	62.5%	<b>53.5%</b>	71.4%	85.7%	42.2%	71.9%	<b>57.9%</b>	70.2%	92.9%	
4 <sup>th</sup> grade	38.5%	37.5%		68.1%	74.7%	38.0%	54.2%		76.2%	87.7%	
5 <sup>th</sup> grade	40.2%	60.0%		68.6%	85.9%	35.4%	66.7%		69.8%	85.2%	
6 <sup>th</sup> grade	38.0%	63.6%		73.5%	91.3%	34.9%	45.5%		71.8%	87.4%	
7 <sup>th</sup> grade	31.2%	37.5%		66.5%	86.5%	27.2%	37.5%		66.7%	81.4%	
8 <sup>th</sup> grade	24.3%	20.0%		62.8%	78.3%	23.6%	10.0%		67.1%	77.7%	
10 <sup>th</sup> grade	33.9%	40.0%		74.4%	85.7%	29.2%	30.0%		64.0%	80.3%	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	11.9%	10.3%	11.7%
Suspensions Out-of-School & Alternate Site	16.4%	10.7%	13.4%	7.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.1%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	89.3%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	5.8%	
Inside Regular Class less than 40% of day	14.7%	3.3%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	1.6%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	1.6%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	89.5%
In the Regular Early Childhood Program 40-79% of time	4.1%	5.3%
In the Regular Early Childhood Program less than 40% of time	11.7%	2.6%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	2.6%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	56%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	1.9%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 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 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Winn Parish  
**Total Public Population:** 2,633

**School Year:** 2008-2009

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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<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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:  
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Gifted/Talented Students <sup>a</sup>	3.5%	3.0%
Regular Education Students <sup>a</sup>	84.3%	85.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	33.3%	25.0%	65.9%	71.4%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	9.2%	21.0%	6.9%	3.3%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	7.4%
GED/Skills Options	10.7%	29.6%
Certificate of Achievement	9.1%	3.7%
Dropped Out	31.4%	11.1%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	9.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	23.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	66.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	9.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	23.8%	n/a	
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Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	36.4%	70.2%	69.7%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	25.0%	69.0%	73.7%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	31.3%	65.0%	70.4%
Proficient GEE ELA	23.5%	42.9%	63.9%	78.0%
Proficient GEE Math	38.6%	57.1%	74.5%	84.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	99.3%	97.6%	100.0%		99.3%	99.3%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	43.8%	<b>53.5%</b>	71.4%	71.4%	42.2%	43.8%	<b>57.9%</b>	70.2%	71.4%
4 <sup>th</sup> grade	38.5%	35.5%		68.1%	67.8%	38.0%	32.3%		76.2%	78.2%
5 <sup>th</sup> grade	40.2%	42.3%		68.6%	63.9%	35.4%	30.8%		69.8%	63.3%
6 <sup>th</sup> grade	38.0%	38.1%		73.5%	63.8%	34.9%	52.4%		71.8%	80.4%
7 <sup>th</sup> grade	31.2%	55.6%		66.5%	72.5%	27.2%	44.4%		66.7%	78.6%
8 <sup>th</sup> grade	24.3%	37.9%		62.8%	70.8%	23.6%	34.5%		67.1%	74.0%
10 <sup>th</sup> grade	33.9%	57.1%		74.4%	84.0%	29.2%	42.9%		64.0%	78.6%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	7.8%	10.3%	7.1%
Suspensions Out-of-School & Alternate Site	16.4%	6.8%	13.4%	4.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.7%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	86.6%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	7.2%	
Inside Regular Class less than 40% of day	14.7%	5.4%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.7%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.7%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	96.8%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	3.2%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	6.0%	
Students Ages 3-21 Received ESYS	85.8%	89.5%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	93.8%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** City of Monroe School District  
**Total Public Population:** 8,728

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	14.3%
Gifted/Talented Students <sup>a</sup>	3.5%	6.1%
Regular Education Students <sup>a</sup>	84.3%	79.6%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	21.4%	<b>25.0%</b>	65.9%	54.7%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	14.6%	<b>21.0%</b>	6.9%	7.9%

	Special Ed.	
	State	Local
High School Diploma	19.4%	10.9%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	26.3%
Dropped Out	31.4%	45.3%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	9.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	34.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	55.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	9.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	34.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	55.7%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	49.3%	77.8%	86.5%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	61.6%	70.2%	71.6%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	10.3%	69.0%	55.3%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	20.7%	65.0%	47.7%
Proficient GEE ELA	23.5%	20.0%	63.9%	54.8%
Proficient GEE Math	38.6%	30.0%	74.5%	72.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	99.1%		99.9%	100.0%	99.5%	99.1%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	97.7%		99.8%	100.0%	99.3%	97.7%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	95.7%		99.8%	99.4%	99.1%	95.7%		99.7%	99.2%
8 <sup>th</sup> grade	99.0%	99.2%		99.6%	99.2%	99.3%	99.2%		99.7%	99.0%
10 <sup>th</sup> grade	97.2%	96.0%		99.3%	99.0%	97.6%	95.9%		99.3%	99.5%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	48.5%	<b>53.5%</b>	71.4%	74.6%	42.2%	47.1%	<b>57.9%</b>	70.2%	78.8%
4 <sup>th</sup> grade	38.5%	55.0%		68.1%	72.0%	38.0%	49.6%		76.2%	86.7%
5 <sup>th</sup> grade	40.2%	43.6%		68.6%	69.7%	35.4%	48.2%		69.8%	70.1%
6 <sup>th</sup> grade	38.0%	44.6%		73.5%	79.1%	34.9%	45.8%		71.8%	73.9%
7 <sup>th</sup> grade	31.2%	41.6%		66.5%	63.7%	27.2%	23.3%		66.7%	57.0%
8 <sup>th</sup> grade	24.3%	16.8%		62.8%	44.5%	23.6%	18.3%		67.1%	51.5%
10 <sup>th</sup> grade	33.9%	24.0%		74.4%	71.8%	29.2%	30.6%		64.0%	55.0%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	1.4%	10.3%	0.7%
Suspensions Out-of-School & Alternate Site	16.4%	18.8%	13.4%	12.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.5%	0.9%	0.6%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	20	1.1%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	83.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	7.9%	
Inside Regular Class less than 40% of day	14.7%	7.5%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.7%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.7%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	64.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	4.5%
In the Regular Early Childhood Program less than 40% of time	11.7%	12.6%
Attending a Special Education Program – Separate Class	8.7%	2.7%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	14.4%
Service Provider Location	9.0%	1.8%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	83.8%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	1.7%	
Students Ages 3-21 Received ESYS	85.8%	81.8%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	76.9%	
Ages 6 to 21	78.3%	88.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** City of Bogalusa School District  
**Total Public Population:** 2,306

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	21.5%
Gifted/Talented Students <sup>a</sup>	3.5%	3.2%
Regular Education Students <sup>a</sup>	84.3%	75.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	19.3%	21.0%	6.9%	7.8%

	Special Ed.	
	State	Local
High School Diploma	19.4%	25.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	33.3%
Dropped Out	31.4%	22.2%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	6.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	8.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	85.3%	99.9%	99.9%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	6.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	8.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	85.3%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	25.6%	77.8%	62.6%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	39.5%	70.2%	48.4%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	26.7%	69.0%	59.4%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	20.0%	65.0%	42.0%
Proficient GEE ELA	23.5%	20.0%	63.9%	53.9%
Proficient GEE Math	38.6%	20.0%	74.5%	66.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	97.1%	<b>98.7%</b>	99.9%	100.0%	99.6%	97.1%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	87.5%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	47.1%	<b>53.5%</b>	71.4%	71.5%	42.2%	55.9%	<b>57.9%</b>	70.2%	84.8%
4 <sup>th</sup> grade	38.5%	43.9%		68.1%	51.4%	38.0%	28.8%		76.2%	64.1%
5 <sup>th</sup> grade	40.2%	22.2%		68.6%	56.7%	35.4%	24.4%		69.8%	56.7%
6 <sup>th</sup> grade	38.0%	35.9%		73.5%	55.1%	34.9%	46.2%		71.8%	64.2%
7 <sup>th</sup> grade	31.2%	26.3%		66.5%	53.2%	27.2%	15.8%		66.7%	65.3%
8 <sup>th</sup> grade	24.3%	11.1%		62.8%	42.6%	23.6%	37.0%		67.1%	58.3%
10 <sup>th</sup> grade	33.9%	14.3%		74.4%	67.0%	29.2%	12.5%		64.0%	53.5%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	3.2%	10.3%	3.5%
Suspensions Out-of-School & Alternate Site	16.4%	6.8%	13.4%	2.6%
Expulsions In-School	0.1%	2.8%	0.1%	2.7%
Expulsions Out-of-School & Alternate Site	0.7%	0.3%	0.9%	0.5%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	17	2.9%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	60.9%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	14.9%	
Inside Regular Class less than 40% of day	14.7%	23.8%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.4%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.4%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	88.4%
In the Regular Early Childhood Program 40-79% of time	4.1%	2.3%
In the Regular Early Childhood Program less than 40% of time	11.7%	7.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	2.3%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	1.2%	
Students Ages 3-21 Received ESYS	85.8%	83.3%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	96.8%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** Zachary Community School District  
**Total Public Population:** 4,675

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	10.2%
Gifted/Talented Students <sup>a</sup>	3.5%	5.8%
Regular Education Students <sup>a</sup>	84.3%	84.0%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	45.5%	25.0%	65.9%	87.8%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	2.7%	21.0%	6.9%	1.5%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	17.2%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	27.6%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	6.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	14.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	78.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	6.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	14.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	78.7%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	61.0%	77.8%	93.0%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	63.4%	70.2%	86.4%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	42.9%	69.0%	86.9%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	35.7%	65.0%	79.0%
Proficient GEE ELA	23.5%	20.0%	63.9%	73.0%
Proficient GEE Math	38.6%	20.0%	74.5%	82.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	98.7%	99.9%	99.7%	99.6%	100.0%	98.7%	99.9%	99.7%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	99.7%	99.3%	100.0%		99.8%	99.7%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.7%	99.1%	100.0%		99.7%	99.7%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	59.5%	53.5%	71.4%	88.7%	42.2%	66.7%	57.9%	70.2%	92.4%
4 <sup>th</sup> grade	38.5%	58.5%		68.1%	86.1%	38.0%	56.6%		76.2%	92.4%
5 <sup>th</sup> grade	40.2%	44.1%		68.6%	78.6%	35.4%	50.0%		69.8%	87.8%
6 <sup>th</sup> grade	38.0%	41.2%		73.5%	91.0%	34.9%	64.7%		71.8%	94.7%
7 <sup>th</sup> grade	31.2%	37.2%		66.5%	81.5%	27.2%	55.8%		66.7%	86.5%
8 <sup>th</sup> grade	24.3%	29.2%		62.8%	78.4%	23.6%	37.5%		67.1%	86.6%
10 <sup>th</sup> grade	33.9%	11.1%		74.4%	82.9%	29.2%	33.3%		64.0%	73.2%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	8.4%	10.3%	6.7%
Suspensions Out-of-School & Alternate Site	16.4%	10.0%	13.4%	3.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.7%	0.9%	0.4%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.7%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	63.5%	62.69%
Inside Regular Class 40-79% of day	20.2%	20.8%	
Inside Regular Class less than 40% of day	14.7%	15.2%	12.94%
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.5%	2.14%

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	72.2%
In the Regular Early Childhood Program 40-79% of time	4.1%	1.9%
In the Regular Early Childhood Program less than 40% of time	11.7%	22.2%
Attending a Special Education Program – Separate Class	8.7%	1.9%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	1.9%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	80.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	2.7%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** City of Baker School District  
**Total Public Population:** 1,879

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	12.3%
Gifted/Talented Students <sup>a</sup>	3.5%	0.3%
Regular Education Students <sup>a</sup>	84.3%	87.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	7.7%	25.0%	65.9%	47.1%
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	20.3%	21.0%	6.9%	10.6%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	7.7%
GED/Skills Options	10.7%	15.4%
Certificate of Achievement	9.1%	46.2%
Dropped Out	31.4%	7.7%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	4.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	41.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	54.2%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	3.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	41.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	55.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	12.5%	77.8%	66.4%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	0.0%	70.2%	44.9%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	48.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	33.3%	65.0%	39.0%
Proficient GEE ELA	23.5%	25.0%	63.9%	40.2%
Proficient GEE Math	38.6%	50.0%	74.5%	52.2%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	99.4%	99.6%	95.5%	<b>98.7%</b>	99.9%	99.4%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	95.2%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	99.1%	99.3%	100.0%		99.7%	99.1%
10 <sup>th</sup> grade	97.2%	90.9%		99.3%	99.1%	97.6%	90.9%		99.3%	99.1%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	22.7%	<b>53.5%</b>	71.4%	39.6%	42.2%	22.7%	<b>57.9%</b>	70.2%	48.7%
4 <sup>th</sup> grade	38.5%	10.5%		68.1%	41.1%	38.0%	21.1%		76.2%	63.0%
5 <sup>th</sup> grade	40.2%	15.0%		68.6%	41.2%	35.4%	15.0%		69.8%	40.0%
6 <sup>th</sup> grade	38.0%	11.8%		73.5%	41.4%	34.9%	11.8%		71.8%	47.5%
7 <sup>th</sup> grade	31.2%	4.6%		66.5%	26.6%	27.2%	18.2%		66.7%	45.0%
8 <sup>th</sup> grade	24.3%	6.3%		62.8%	35.5%	23.6%	0.0%		67.1%	47.7%
10 <sup>th</sup> grade	33.9%	18.2%		74.4%	51.8%	29.2%	18.2%		64.0%	39.8%

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	7.5%		10.3%	7.0%
Suspensions Out-of-School & Alternate Site	16.4%	16.4%		13.4%	15.6%
Expulsions In-School	0.1%	0.0%		0.1%	0.2%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%		0.9%	0.7%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	10	4.2%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	57.1%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	21.2%	
Inside Regular Class less than 40% of day	14.7%	19.2%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	2.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	2.5%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	91.3%
In the Regular Early Childhood Program 40-79% of time	4.1%	4.3%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	4.3%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	50.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.9%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Central Community School District  
**Total Public Population:** 3,650

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	6.7%
Gifted/Talented Students <sup>a</sup>	3.5%	1.4%
Regular Education Students <sup>a</sup>	84.3%	91.9%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	2.5%	21.0%	6.9%	1.2%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	23.1%
GED/Skills Options	10.7%	7.7%
Certificate of Achievement	9.1%	7.7%
Dropped Out	31.4%	15.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	9.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	9.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	80.9%	99.9%	99.6%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	9.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	10.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	80.2%	99.9%	99.6%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	47.6%	77.8%	90.6%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	52.4%	70.2%	83.9%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	11.8%	69.0%	79.6%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	25.0%	65.0%	74.4%
Proficient GEE ELA	23.5%	50.0%	63.9%	80.2%
Proficient GEE Math	38.6%	33.3%	74.5%	89.3%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	95.8%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	98.7%	97.6%	100.0%		99.3%	98.7%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	40.9%	<b>53.5%</b>	71.4%	79.6%	42.2%	36.4%	<b>57.9%</b>	70.2%	80.8%
4 <sup>th</sup> grade	38.5%	46.9%		68.1%	83.8%	38.0%	43.8%		76.2%	91.7%
5 <sup>th</sup> grade	40.2%	46.7%		68.6%	83.5%	35.4%	46.7%		69.8%	84.8%
6 <sup>th</sup> grade	38.0%	60.0%		73.5%	79.3%	34.9%	60.0%		71.8%	78.3%
7 <sup>th</sup> grade	31.2%	16.7%		66.5%	65.4%	27.2%	22.2%		66.7%	65.0%
8 <sup>th</sup> grade	24.3%	18.2%		62.8%	73.0%	23.6%	17.4%		67.1%	79.3%
10 <sup>th</sup> grade	33.9%	62.5%		74.4%	88.8%	29.2%	75.0%		64.0%	80.3%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	13.1%	10.3%	16.3%
Suspensions Out-of-School & Alternate Site	16.4%	12.7%	13.4%	9.7%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.7%	0.9%	0.4%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	2.0%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	56.3%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	18.3%	
Inside Regular Class less than 40% of day	14.7%	24.9%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.5%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.5%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	50.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	20.8%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	25.0%
Service Provider Location	9.0%	4.2%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	37%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	98.6%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	66.7%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.8%	
Students Ages 3-21 Received ESYS	85.8%	88.9%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	84.2%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Special School District  
**Total Public Population:** 629

**School Year:** 2008-2009

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><b>FAPE in the LRE</b></p> <p><b>1. Graduation with a High School Diploma</b></p> <p><b>2. Dropping Out of High School</b></p> <p><b>3. Participation and Performance on Statewide Assessment</b></p> <p><b>4. Suspension/Expulsion Rates</b></p> <p><b>5. Educational Environment (ages 6-21)</b></p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p><b>8. Parental Involvement</b></p>	<p><b>Disproportionality</b></p> <p><b>9. Special Education and Related Services</b></p> <p><b>10. Specific Disability Categories</b></p> <p><u>Effective General Supervision Part B / Child Find</u></p> <p><b>11. Evaluation Timelines</b></p> <p><u>Effective General Supervision Part B / Effective Transition</u></p> <p><b>12. Transition from Part C</b></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 <sup>a</sup>	12.2%	64.1%
Gifted/Talented Students <sup>a</sup>	3.5%	0.2%
Regular Education Students <sup>a</sup>	84.3%	35.8%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	29.3%	21.0%	6.9%	29.3%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	5.9%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	67.1%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	15.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	57.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	26.3%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	16.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	57.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	26.8%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	n/a	77.8%	0.0%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	n/a	70.2%	100.0%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	0.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	14.3%	65.0%	0.0%
Proficient GEE ELA	23.5%	n/a	63.9%	0.0%
Proficient GEE Math	38.6%	n/a	74.5%	100.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	n/a	99.6%	100.0%	<b>98.7%</b>	99.9%	n/a
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	n/a	99.6%	100.0%		99.9%	n/a
6 <sup>th</sup> grade	99.3%	50.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	0.0%	<b>53.5%</b>	71.4%	n/a	42.2%	0.0%	<b>57.9%</b>	70.2%	n/a
4 <sup>th</sup> grade	38.5%	0.0%		68.1%	50.0%	38.0%	0.0%		76.2%	n/a
5 <sup>th</sup> grade	40.2%	33.3%		68.6%	n/a	35.4%	0.0%		69.8%	n/a
6 <sup>th</sup> grade	38.0%	0.0%		73.5%	n/a	34.9%	0.0%		71.8%	n/a
7 <sup>th</sup> grade	31.2%	0.0%		66.5%	20.0%	27.2%	16.7%		66.7%	20.0%
8 <sup>th</sup> grade	24.3%	7.1%		62.8%	33.3%	23.6%	0.0%		67.1%	16.7%
10 <sup>th</sup> grade	33.9%	0.0%		74.4%	100.0%	29.2%	60.0%		64.0%	n/a

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	0.0%	13.4%	0.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	3.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	0.8%	
Inside Regular Class less than 40% of day	14.7%	2.4%	<b>12.94%</b>
Separate School	0.4%	3.0%	
Residential Facility	0.3%	10.0%	
Homebound/Hospital	0.9%	13.5%	
Correctional Facilities	0.4%	67.3%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	26.5%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		**	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.2%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	93.3%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** RSD - UNO - New Beginnings Schools Foundation  
**Total Public Population:** 961

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	7.0%
Gifted/Talented Students <sup>a</sup>	3.5%	0.8%
Regular Education Students <sup>a</sup>	84.3%	92.2%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	0.0%	21.0%	6.9%	1.0%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	4.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	39.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	55.8%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	4.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	39.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	55.8%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	n/a	77.8%	52.9%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	n/a	70.2%	55.7%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	14.3%	69.0%	36.1%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	28.6%	65.0%	36.1%
Proficient GEE ELA	23.5%	0.0%	63.9%	57.7%
Proficient GEE Math	38.6%	0.0%	74.5%	57.7%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	98.4%	99.6%	100.0%		99.9%	98.4%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	16.7%	<b>53.5%</b>	71.4%	52.9%	42.2%	16.7%	<b>57.9%</b>	70.2%	66.2%
4 <sup>th</sup> grade	38.5%	60.0%		68.1%	54.3%	38.0%	20.0%		76.2%	51.4%
5 <sup>th</sup> grade	40.2%	25.0%		68.6%	42.9%	35.4%	25.0%		69.8%	36.5%
6 <sup>th</sup> grade	38.0%	25.0%		73.5%	42.2%	34.9%	0.0%		71.8%	35.9%
7 <sup>th</sup> grade	31.2%	25.0%		66.5%	37.7%	27.2%	25.0%		66.7%	36.2%
8 <sup>th</sup> grade	24.3%	33.3%		62.8%	34.2%	23.6%	11.1%		67.1%	35.5%
10 <sup>th</sup> grade	33.9%	0.0%		74.4%	59.8%	29.2%	25.0%		64.0%	58.5%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	2.7%	10.3%	3.9%
Suspensions Out-of-School & Alternate Site	16.4%	17.8%	13.4%	13.3%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	98.3%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	1.7%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		**	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Louisiana School for the Deaf  
**Total Public Population:** 181

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	100.0%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	0.0%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	3.6%	21.0%	6.9%	3.6%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	11.1%
GED/Skills Options	10.7%	37.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	22.2%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	18.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	24.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	57.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	17.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	22.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	59.4%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	0.0%	77.8%	n/a
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	20.0%	70.2%	n/a
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	33.3%	69.0%	0.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	33.3%	65.0%	0.0%
Proficient GEE ELA	23.5%	22.2%	63.9%	n/a
Proficient GEE Math	38.6%	33.3%	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	n/a	99.6%	100.0%	<b>98.7%</b>	99.9%	n/a
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	n/a	99.5%	100.0%		99.9%	n/a
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	n/a	99.6%	100.0%		99.9%	n/a
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	n/a	99.3%	100.0%		99.8%	n/a
7 <sup>th</sup> grade	99.1%	95.2%		99.8%	n/a	99.1%	95.2%		99.7%	n/a
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	92.9%		99.3%	n/a	97.6%	93.3%		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	21.4%	<b>53.5%</b>	71.4%	n/a	42.2%	7.1%	<b>57.9%</b>	70.2%	n/a
4 <sup>th</sup> grade	38.5%	25.0%		68.1%	n/a	38.0%	6.3%		76.2%	n/a
5 <sup>th</sup> grade	40.2%	44.4%		68.6%	n/a	35.4%	33.3%		69.8%	n/a
6 <sup>th</sup> grade	38.0%	0.0%		73.5%	n/a	34.9%	0.0%		71.8%	n/a
7 <sup>th</sup> grade	31.2%	19.1%		66.5%	n/a	27.2%	23.8%		66.7%	n/a
8 <sup>th</sup> grade	24.3%	19.1%		62.8%	n/a	23.6%	14.3%		67.1%	n/a
10 <sup>th</sup> grade	33.9%	28.6%		74.4%	n/a	29.2%	33.3%		64.0%	n/a

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	13.6%		10.3%	n/a
Suspensions Out-of-School & Alternate Site	16.4%	3.5%		13.4%	n/a
Expulsions In-School	0.1%	0.0%		0.1%	n/a
Expulsions Out-of-School & Alternate Site	0.7%	0.0%		0.9%	n/a

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	0.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	0.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	100.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	100.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	100.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	27.5%	
Students Ages 3-21 Received ESYS	85.8%	87.9%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	50.0%	
Ages 6 to 21	78.3%	57.4%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Louisiana School for the Visually Impaired  
**Total Public Population:** 88

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	100.0%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	0.0%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	2.6%	21.0%	6.9%	2.6%

	Special Ed.	
	State	Local
High School Diploma	19.4%	75.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	32.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	12.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	51.0%	99.9%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	32.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	12.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	51.0%	99.9%	n/a
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	0.0%	77.8%	n/a
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	0.0%	70.2%	n/a
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	20.0%	65.0%	n/a
Proficient GEE ELA	23.5%	0.0%	63.9%	n/a
Proficient GEE Math	38.6%	0.0%	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	n/a	99.6%	100.0%	<b>98.7%</b>	99.9%	n/a
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	n/a	99.5%	100.0%		99.9%	n/a
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	n/a	99.6%	100.0%		99.9%	n/a
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	n/a	99.3%	100.0%		99.8%	n/a
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	n/a	99.1%	100.0%		99.7%	n/a
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	n/a	99.3%	100.0%		99.7%	n/a
10 <sup>th</sup> grade	97.2%	81.8%		99.3%	n/a	97.6%	72.7%		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	0.0%	<b>53.5%</b>	71.4%	n/a	42.2%	28.6%	<b>57.9%</b>	70.2%	n/a
4 <sup>th</sup> grade	38.5%	40.0%		68.1%	n/a	38.0%	40.0%		76.2%	n/a
5 <sup>th</sup> grade	40.2%	0.0%		68.6%	n/a	35.4%	0.0%		69.8%	n/a
6 <sup>th</sup> grade	38.0%	16.7%		73.5%	n/a	34.9%	16.7%		71.8%	n/a
7 <sup>th</sup> grade	31.2%	25.0%		66.5%	n/a	27.2%	0.0%		66.7%	n/a
8 <sup>th</sup> grade	24.3%	18.2%		62.8%	n/a	23.6%	9.1%		67.1%	n/a
10 <sup>th</sup> grade	33.9%	0.0%		74.4%	n/a	29.2%	0.0%		64.0%	n/a

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	7.1%	13.4%	0.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	2.3%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	0.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	95.3%	
Homebound/Hospital	0.9%	2.3%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	97.7%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	100.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		*	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	1.0%	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	64.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Louisiana Special Education Center  
**Total Public Population:** 41

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	100.0%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	0.0%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	0.0%	21.0%	6.9%	0.0%

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	83.3%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	84.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	0.0%	99.9%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	84.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	0.0%	99.9%	n/a
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	n/a	77.8%	n/a
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	n/a	70.2%	n/a
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	n/a
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	n/a	99.6%	100.0%	<b>98.7%</b>	99.9%	n/a
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	n/a	99.5%	100.0%		99.9%	n/a
5 <sup>th</sup> grade	99.6%	33.3%		99.9%	n/a	99.6%	33.3%		99.9%	n/a
6 <sup>th</sup> grade	99.3%	75.0%		99.8%	n/a	99.3%	75.0%		99.8%	n/a
7 <sup>th</sup> grade	99.1%	50.0%		99.8%	n/a	99.1%	50.0%		99.7%	n/a
8 <sup>th</sup> grade	99.0%	33.3%		99.6%	n/a	99.3%	33.3%		99.7%	n/a
10 <sup>th</sup> grade	97.2%	75.0%		99.3%	n/a	97.6%	75.0%		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	0.0%	<b>53.5%</b>	71.4%	n/a	42.2%	0.0%	<b>57.9%</b>	70.2%	n/a
4 <sup>th</sup> grade	38.5%	0.0%		68.1%	n/a	38.0%	0.0%		76.2%	n/a
5 <sup>th</sup> grade	40.2%	0.0%		68.6%	n/a	35.4%	0.0%		69.8%	n/a
6 <sup>th</sup> grade	38.0%	0.0%		73.5%	n/a	34.9%	0.0%		71.8%	n/a
7 <sup>th</sup> grade	31.2%	0.0%		66.5%	n/a	27.2%	0.0%		66.7%	n/a
8 <sup>th</sup> grade	24.3%	0.0%		62.8%	n/a	23.6%	0.0%		67.1%	n/a
10 <sup>th</sup> grade	33.9%	12.5%		74.4%	n/a	29.2%	12.5%		64.0%	n/a

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	0.0%	13.4%	0.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	0.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	0.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	2.6%	
Residential Facility	0.3%	97.4%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	100.0%	<b>2.14%</b>

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	100.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		No	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	94.4%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** New Vision Learning Academy  
**Total Public Population:** 333

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	7.8%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	92.2%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	100.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	100.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	100.0%	77.8%	72.1%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	50.0%	70.2%	62.8%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	n/a
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	n/a		99.8%	n/a	99.1%	n/a		99.7%	n/a
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	100.0%	<b>53.5%</b>	71.4%	91.5%	42.2%	100.0%	<b>57.9%</b>	70.2%	89.4%
4 <sup>th</sup> grade	38.5%	50.0%		68.1%	68.0%	38.0%	100.0%		76.2%	74.0%
5 <sup>th</sup> grade	40.2%	50.0%		68.6%	76.2%	35.4%	50.0%		69.8%	90.5%
6 <sup>th</sup> grade	38.0%	50.0%		73.5%	77.8%	34.9%	0.0%		71.8%	88.9%
7 <sup>th</sup> grade	31.2%	n/a		66.5%	n/a	27.2%	n/a		66.7%	n/a
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.4%
Suspensions Out-of-School & Alternate Site	16.4%	13.8%	13.4%	11.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	4.2%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	81.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	18.2%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	U	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		**	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** V.B. Glencoe Charter School  
**Total Public Population:** 372

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	9.1%
Gifted/Talented Students <sup>a</sup>	3.5%	0.8%
Regular Education Students <sup>a</sup>	84.3%	90.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	15.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	84.6%	99.9%	99.6%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	15.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	84.6%	99.9%	99.6%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	100.0%	77.8%	91.9%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	0.0%	70.2%	89.2%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	81.6%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	100.0%	65.0%	76.3%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	97.8%	99.6%	100.0%		99.9%	97.8%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	100.0%	<b>53.5%</b>	71.4%	97.4%	42.2%	75.0%	<b>57.9%</b>	70.2%	97.4%
4 <sup>th</sup> grade	38.5%	50.0%		68.1%	89.2%	38.0%	100.0%		76.2%	91.9%
5 <sup>th</sup> grade	40.2%	100.0%		68.6%	73.3%	35.4%	0.0%		69.8%	62.2%
6 <sup>th</sup> grade	38.0%	33.3%		73.5%	92.1%	34.9%	33.3%		71.8%	86.8%
7 <sup>th</sup> grade	31.2%	50.0%		66.5%	79.4%	27.2%	0.0%		66.7%	67.7%
8 <sup>th</sup> grade	24.3%	100.0%		62.8%	76.3%	23.6%	0.0%		67.1%	81.6%
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	2.0%	13.4%	0.6%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	84.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	9.1%	
Inside Regular Class less than 40% of day	14.7%	6.1%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Avoyelles Public Charter School  
**Total Public Population:** 675

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	3.4%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	96.6%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	0.0%

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	11.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	88.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	11.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	88.9%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	100.0%	77.8%	80.4%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	100.0%	70.2%	85.7%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	78.3%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	100.0%	65.0%	100.0%
Proficient GEE ELA	23.5%	n/a	63.9%	76.7%
Proficient GEE Math	38.6%	n/a	74.5%	88.4%

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	0.0%		99.8%	100.0%	99.1%	0.0%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	0.0%	<b>53.5%</b>	71.4%	72.2%	42.2%	0.0%	<b>57.9%</b>	70.2%	83.3%	
4 <sup>th</sup> grade	38.5%	100.0%		68.1%	86.7%	38.0%	100.0%		76.2%	81.7%	
5 <sup>th</sup> grade	40.2%	0.0%		68.6%	67.3%	35.4%	50.0%		69.8%	81.8%	
6 <sup>th</sup> grade	38.0%	0.0%		73.5%	85.2%	34.9%	66.7%		71.8%	79.6%	
7 <sup>th</sup> grade	31.2%	0.0%		66.5%	95.9%	27.2%	0.0%		66.7%	75.5%	
8 <sup>th</sup> grade	24.3%	100.0%		62.8%	100.0%	23.6%	0.0%		67.1%	76.6%	
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a	

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	0.0%	13.4%	0.6%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	95.2%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	4.8%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	0%	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		**	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

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<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Delhi Charter School  
**Total Public Population:** 571

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	8.1%
Gifted/Talented Students <sup>a</sup>	3.5%	3.3%
Regular Education Students <sup>a</sup>	84.3%	88.6%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	0.0%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	100.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	4.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	13.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	81.8%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	4.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	13.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	81.8%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	66.7%	77.8%	81.8%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	66.7%	70.2%	75.0%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	82.6%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	0.0%	65.0%	82.6%
Proficient GEE ELA	23.5%	n/a	63.9%	61.3%
Proficient GEE Math	38.6%	n/a	74.5%	83.9%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	75.0%	<b>53.5%</b>	71.4%	70.2%	42.2%	100.0%	<b>57.9%</b>	70.2%	76.6%
4 <sup>th</sup> grade	38.5%	66.7%		68.1%	76.2%	38.0%	66.7%		76.2%	81.0%
5 <sup>th</sup> grade	40.2%	0.0%		68.6%	68.9%	35.4%	0.0%		69.8%	66.7%
6 <sup>th</sup> grade	38.0%	100.0%		73.5%	89.1%	34.9%	100.0%		71.8%	95.7%
7 <sup>th</sup> grade	31.2%	50.0%		66.5%	93.2%	27.2%	25.0%		66.7%	86.4%
8 <sup>th</sup> grade	24.3%	0.0%		62.8%	84.4%	23.6%	0.0%		67.1%	84.4%
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	2.8%
Suspensions Out-of-School & Alternate Site	16.4%	5.1%	13.4%	3.6%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	90.2%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	7.8%	
Inside Regular Class less than 40% of day	14.7%	2.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Belle Chasse Academy, Inc.  
**Total Public Population:** 846

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	10.5%
Gifted/Talented Students <sup>a</sup>	3.5%	5.1%
Regular Education Students <sup>a</sup>	84.3%	84.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	50.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	5.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	10.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	85.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	5.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	10.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	85.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	58.3%	77.8%	88.5%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	41.7%	70.2%	82.1%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	85.9%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	40.0%	65.0%	77.5%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	54.6%	<b>53.5%</b>	71.4%	76.7%	42.2%	63.6%	<b>57.9%</b>	70.2%	80.8%	
4 <sup>th</sup> grade	38.5%	42.9%		68.1%	80.3%	38.0%	57.1%		76.2%	86.8%	
5 <sup>th</sup> grade	40.2%	27.3%		68.6%	68.3%	35.4%	27.3%		69.8%	85.4%	
6 <sup>th</sup> grade	38.0%	33.3%		73.5%	79.2%	34.9%	66.7%		71.8%	87.0%	
7 <sup>th</sup> grade	31.2%	30.0%		66.5%	81.3%	27.2%	40.0%		66.7%	82.5%	
8 <sup>th</sup> grade	24.3%	50.0%		62.8%	75.7%	23.6%	33.3%		67.1%	85.7%	
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	8.8%	13.4%	9.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	49.3%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	23.9%	
Inside Regular Class less than 40% of day	14.7%	26.8%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	7.1%	
Students Ages 3-21 Received ESYS	85.8%	40.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	85.7%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** Milestone SABIS Academy of New Orleans  
**Total Public Population:** 344

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	4.9%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	95.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	100.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	100.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	100.0%	77.8%	63.9%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	100.0%	70.2%	52.8%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	83.9%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	0.0%	65.0%	74.2%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	0.0%	<b>53.5%</b>	71.4%	53.6%	42.2%	0.0%	<b>57.9%</b>	70.2%	37.5%
4 <sup>th</sup> grade	38.5%	100.0%		68.1%	52.8%	38.0%	100.0%		76.2%	66.7%
5 <sup>th</sup> grade	40.2%	0.0%		68.6%	64.7%	35.4%	0.0%		69.8%	50.0%
6 <sup>th</sup> grade	38.0%	33.3%		73.5%	62.5%	34.9%	0.0%		71.8%	62.5%
7 <sup>th</sup> grade	31.2%	100.0%		66.5%	47.4%	27.2%	0.0%		66.7%	42.1%
8 <sup>th</sup> grade	24.3%	0.0%		62.8%	74.2%	23.6%	0.0%		67.1%	83.9%
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	4.0%		10.3%	5.3%
Suspensions Out-of-School & Alternate Site	16.4%	8.0%		13.4%	7.6%
Expulsions In-School	0.1%	0.0%		0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%		0.9%	0.3%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	40.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	60.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** The MAX Charter School  
**Total Public Population:** 104

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	30.8%
Gifted/Talented Students <sup>a</sup>	3.5%	1.0%
Regular Education Students <sup>a</sup>	84.3%	68.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	9.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	90.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	9.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	90.9%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	25.0%	77.8%	25.0%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	25.0%	70.2%	37.5%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	40.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	33.3%	65.0%	60.0%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%	
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%	
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	20.0%	<b>53.5%</b>	71.4%	57.1%	42.2%	0.0%	<b>57.9%</b>	70.2%	n/a	
4 <sup>th</sup> grade	38.5%	14.3%		68.1%	21.4%	38.0%	14.3%		76.2%	14.3%	
5 <sup>th</sup> grade	40.2%	0.0%		68.6%	35.7%	35.4%	0.0%		69.8%	21.4%	
6 <sup>th</sup> grade	38.0%	0.0%		73.5%	42.9%	34.9%	0.0%		71.8%	14.3%	
7 <sup>th</sup> grade	31.2%	25.0%		66.5%	9.1%	27.2%	25.0%		66.7%	36.4%	
8 <sup>th</sup> grade	24.3%	25.0%		62.8%	60.0%	23.6%	0.0%		67.1%	40.0%	
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a	

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	11.8%	13.4%	6.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	100.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	0.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** School For A New Millennium, Inc.  
**Total Public Population:** 17

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	5.9%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	94.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	n/a	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	n/a	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	n/a	77.8%	n/a
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	n/a	70.2%	n/a
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	n/a
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	n/a	98.7%	99.9%	n/a	99.6%	n/a	98.7%	99.9%	n/a
4 <sup>th</sup> grade	99.5%	n/a		99.9%	n/a	99.5%	n/a		99.9%	n/a
5 <sup>th</sup> grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	n/a		99.8%	n/a	99.1%	n/a		99.7%	n/a
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	n/a	53.5%	71.4%	n/a	42.2%	n/a	57.9%	70.2%	n/a
4 <sup>th</sup> grade	38.5%	n/a		68.1%	n/a	38.0%	n/a		76.2%	n/a
5 <sup>th</sup> grade	40.2%	n/a		68.6%	n/a	35.4%	n/a		69.8%	n/a
6 <sup>th</sup> grade	38.0%	100.0%		73.5%	73.3%	34.9%	100.0%		71.8%	40.0%
7 <sup>th</sup> grade	31.2%	n/a		66.5%	n/a	27.2%	n/a		66.7%	n/a
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	0.0%	13.4%	0.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a	n/a

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	0.0%	62.69%
Inside Regular Class 40-79% of day	20.2%	0.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	12.94%
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	2.14%

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		**	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	n/a	
Students Ages 3-21 Received ESYS	85.8%	n/a	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	0.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** RSD-ADVANCE Baton Rouge  
**Total Public Population:** 1,253

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	16.3%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	83.7%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	38.5%
GED/Skills Options	10.7%	7.7%
Certificate of Achievement	9.1%	7.7%
Dropped Out	31.4%	15.4%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	9.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	24.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	64.6%	99.9%	98.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	9.8%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	24.2%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	65.0%	99.9%	98.8%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	n/a	77.8%	n/a
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	n/a	70.2%	n/a
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	7.7%	69.0%	33.8%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	12.5%	65.0%	26.9%
Proficient GEE ELA	23.5%	0.0%	63.9%	29.0%
Proficient GEE Math	38.6%	0.0%	74.5%	41.9%

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	n/a	98.7%	99.9%	n/a	99.6%	n/a	98.7%	99.9%	n/a
4 <sup>th</sup> grade	99.5%	n/a		99.9%	n/a	99.5%	n/a		99.9%	n/a
5 <sup>th</sup> grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a
6 <sup>th</sup> grade	99.3%	96.5%		99.8%	94.4%	99.3%	96.5%		99.8%	95.2%
7 <sup>th</sup> grade	99.1%	98.2%		99.8%	97.2%	99.1%	100.0%		99.7%	97.6%
8 <sup>th</sup> grade	99.0%	98.3%		99.6%	99.6%	99.3%	98.3%		99.7%	99.6%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	n/a	53.5%	71.4%	n/a	42.2%	n/a	57.9%	70.2%	n/a
4 <sup>th</sup> grade	38.5%	n/a		68.1%	n/a	38.0%	n/a		76.2%	n/a
5 <sup>th</sup> grade	40.2%	n/a		68.6%	n/a	35.4%	n/a		69.8%	n/a
6 <sup>th</sup> grade	38.0%	21.1%		73.5%	37.4%	34.9%	19.3%		71.8%	26.5%
7 <sup>th</sup> grade	31.2%	14.8%		66.5%	24.0%	27.2%	11.1%		66.7%	26.0%
8 <sup>th</sup> grade	24.3%	14.6%		62.8%	24.1%	23.6%	12.7%		67.1%	34.3%
10 <sup>th</sup> grade	33.9%	55.6%		74.4%	46.7%	29.2%	55.6%		64.0%	33.3%

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	15.1%	10.3%	22.2%
Suspensions Out-of-School & Alternate Site	16.4%	36.5%	13.4%	40.0%
Expulsions In-School	0.1%	0.3%	0.1%	0.4%
Expulsions Out-of-School & Alternate Site	0.7%	1.0%	0.9%	0.9%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a	n/a

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	59.6%	62.69%
Inside Regular Class 40-79% of day	20.2%	11.5%	
Inside Regular Class less than 40% of day	14.7%	28.5%	12.94%
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.4%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.4%	2.14%

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	n/a	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	21.1%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 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 2.0 or less than 0.20 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
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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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** RSD-100 Black Men Capitol Charter Initiative  
**Total Public Population:** 390

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	11.3%
Gifted/Talented Students <sup>a</sup>	3.5%	0.3%
Regular Education Students <sup>a</sup>	84.3%	88.5%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	57.1%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	42.9%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	4.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	76.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	20.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	4.2%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	75.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	20.8%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	n/a	77.8%	n/a
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	n/a	70.2%	n/a
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	n/a
Proficient GEE ELA	23.5%	100.0%	63.9%	23.0%
Proficient GEE Math	38.6%	0.0%	74.5%	37.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	n/a	<b>98.7%</b>	99.9%	n/a	99.6%	n/a	<b>98.7%</b>	99.9%	n/a
4 <sup>th</sup> grade	99.5%	n/a		99.9%	n/a	99.5%	n/a		99.9%	n/a
5 <sup>th</sup> grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a
6 <sup>th</sup> grade	99.3%	n/a		99.8%	n/a	99.3%	n/a		99.8%	n/a
7 <sup>th</sup> grade	99.1%	n/a		99.8%	n/a	99.1%	n/a		99.7%	n/a
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a
10 <sup>th</sup> grade	97.2%	87.5%		99.3%	100.0%	97.6%	87.5%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	n/a	<b>53.5%</b>	71.4%	n/a	42.2%	n/a	<b>57.9%</b>	70.2%	n/a
4 <sup>th</sup> grade	38.5%	n/a		68.1%	n/a	38.0%	n/a		76.2%	n/a
5 <sup>th</sup> grade	40.2%	n/a		68.6%	n/a	35.4%	n/a		69.8%	n/a
6 <sup>th</sup> grade	38.0%	n/a		73.5%	n/a	34.9%	n/a		71.8%	n/a
7 <sup>th</sup> grade	31.2%	n/a		66.5%	n/a	27.2%	n/a		66.7%	n/a
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a
10 <sup>th</sup> grade	33.9%	6.7%		74.4%	34.5%	29.2%	26.7%		64.0%	22.4%

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	2.2%		10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	2.2%		13.4%	3.3%
Expulsions In-School	0.1%	0.0%		0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%		0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a	n/a

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	78.9%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	15.8%	
Inside Regular Class less than 40% of day	14.7%	5.3%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	n/a	
Students Ages 3-21 Received ESYS	85.8%	n/a	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** RSD-Advocacy for the Arts & Tech in N.O., Inc.  
**Total Public Population:** 102

**School Year:** 2008-2009

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><b>FAPE in the LRE</b></p> <p><b>1. Graduation with a High School Diploma</b></p> <p><b>2. Dropping Out of High School</b></p> <p><b>3. Participation and Performance on Statewide Assessment</b></p> <p><b>4. Suspension/Expulsion Rates</b></p> <p><b>5. Educational Environment (ages 6-21)</b></p> <p>6. Educational Environment (ages 3-5)</p> <p>7. Outcomes for Children Ages 3-5</p> <p><b>8. Parental Involvement</b></p>	<p><b>Disproportionality</b></p> <p><b>9. Special Education and Related Services</b></p> <p><b>10. Specific Disability Categories</b></p> <p>Effective General Supervision Part B / Child Find</p> <p><b>11. Evaluation Timelines</b></p> <p>Effective General Supervision Part B / Effective Transition</p> <p><b>12. Transition from Part C</b></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 <sup>a</sup>	12.2%	4.9%
Gifted/Talented Students <sup>a</sup>	3.5%	1.0%
Regular Education Students <sup>a</sup>	84.3%	94.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	n/a	99.9%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	n/a	99.9%	n/a
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	n/a	77.8%	n/a
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	n/a	70.2%	n/a
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	n/a
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	n/a	<b>98.7%</b>	99.9%	n/a	99.6%	n/a	<b>98.7%</b>	99.9%	n/a	
4 <sup>th</sup> grade	99.5%	n/a		99.9%	n/a	99.5%	n/a		99.9%	n/a	
5 <sup>th</sup> grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a	
6 <sup>th</sup> grade	99.3%	n/a		99.8%	n/a	99.3%	n/a		99.8%	n/a	
7 <sup>th</sup> grade	99.1%	n/a		99.8%	n/a	99.1%	n/a		99.7%	n/a	
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a	
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a	
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	n/a	<b>53.5%</b>	71.4%	n/a	42.2%	n/a	<b>57.9%</b>	70.2%	n/a	
4 <sup>th</sup> grade	38.5%	n/a		68.1%	n/a	38.0%	n/a		76.2%	n/a	
5 <sup>th</sup> grade	40.2%	n/a		68.6%	n/a	35.4%	n/a		69.8%	n/a	
6 <sup>th</sup> grade	38.0%	n/a		73.5%	n/a	34.9%	n/a		71.8%	n/a	
7 <sup>th</sup> grade	31.2%	n/a		66.5%	n/a	27.2%	n/a		66.7%	n/a	
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a	
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a	

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	0.0%	13.4%	0.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a	n/a

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	100.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	0.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	100.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		**	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	n/a	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** RSD-Intercultural Charter School Board, Inc.  
**Total Public Population:** 239

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	4.6%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	95.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	50.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	50.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	50.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	50.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	0.0%	77.8%	54.2%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	0.0%	70.2%	62.5%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	n/a
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	n/a	<b>98.7%</b>	99.9%	n/a	99.6%	n/a	<b>98.7%</b>	99.9%	n/a
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	n/a		99.8%	n/a	99.3%	n/a		99.8%	n/a
7 <sup>th</sup> grade	99.1%	n/a		99.8%	n/a	99.1%	n/a		99.7%	n/a
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	n/a	<b>53.5%</b>	71.4%	n/a	42.2%	n/a	<b>57.9%</b>	70.2%	n/a
4 <sup>th</sup> grade	38.5%	50.0%		68.1%	58.6%	38.0%	0.0%		76.2%	48.3%
5 <sup>th</sup> grade	40.2%	0.0%		68.6%	50.0%	35.4%	33.3%		69.8%	40.9%
6 <sup>th</sup> grade	38.0%	n/a		73.5%	n/a	34.9%	n/a		71.8%	n/a
7 <sup>th</sup> grade	31.2%	n/a		66.5%	n/a	27.2%	n/a		66.7%	n/a
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	8.3%	10.3%	3.0%
Suspensions Out-of-School & Alternate Site	16.4%	16.7%	13.4%	10.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a	n/a

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	90.9%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	9.1%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		**	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	n/a	
Students Ages 3-21 Received ESYS	85.8%	66.7%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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.
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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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** RSD-Akili Academy of New Orleans  
**Total Public Population:** 119

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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:  
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	State	Local
Students with Disabilities <sup>a</sup>	12.2%	7.6%
Gifted/Talented Students <sup>a</sup>	3.5%	0.8%
Regular Education Students <sup>a</sup>	84.3%	91.6%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	n/a	99.9%	n/a
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	n/a	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	n/a	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	n/a	99.9%	n/a
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	n/a	77.8%	n/a
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	n/a	70.2%	n/a
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	n/a
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	n/a	<b>98.7%</b>	99.9%	n/a	99.6%	n/a	<b>98.7%</b>	99.9%	n/a
4 <sup>th</sup> grade	99.5%	n/a		99.9%	n/a	99.5%	n/a		99.9%	n/a
5 <sup>th</sup> grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a
6 <sup>th</sup> grade	99.3%	n/a		99.8%	n/a	99.3%	n/a		99.8%	n/a
7 <sup>th</sup> grade	99.1%	n/a		99.8%	n/a	99.1%	n/a		99.7%	n/a
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	n/a	<b>53.5%</b>	71.4%	n/a	42.2%	n/a	<b>57.9%</b>	70.2%	n/a
4 <sup>th</sup> grade	38.5%	n/a		68.1%	n/a	38.0%	n/a		76.2%	n/a
5 <sup>th</sup> grade	40.2%	n/a		68.6%	n/a	35.4%	n/a		69.8%	n/a
6 <sup>th</sup> grade	38.0%	n/a		73.5%	n/a	34.9%	n/a		71.8%	n/a
7 <sup>th</sup> grade	31.2%	n/a		66.5%	n/a	27.2%	n/a		66.7%	n/a
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	0.0%	13.4%	0.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a	n/a

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	100.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	0.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		**	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	n/a	
Students Ages 3-21 Received ESYS	85.8%	n/a	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** RSD-Advocacy for Science and Math Education  
**Total Public Population:** 83

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	14.5%
Gifted/Talented Students <sup>a</sup>	3.5%	1.2%
Regular Education Students <sup>a</sup>	84.3%	84.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	60.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	40.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	50.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	50.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	n/a	77.8%	n/a
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	n/a	70.2%	n/a
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	0.0%	65.0%	n/a
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	n/a	<b>98.7%</b>	99.9%	n/a	99.6%	n/a	<b>98.7%</b>	99.9%	n/a
4 <sup>th</sup> grade	99.5%	n/a		99.9%	n/a	99.5%	n/a		99.9%	n/a
5 <sup>th</sup> grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a
6 <sup>th</sup> grade	99.3%	n/a		99.8%	n/a	99.3%	n/a		99.8%	n/a
7 <sup>th</sup> grade	99.1%	n/a		99.8%	n/a	99.1%	n/a		99.7%	n/a
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	n/a	<b>53.5%</b>	71.4%	n/a	42.2%	n/a	<b>57.9%</b>	70.2%	n/a
4 <sup>th</sup> grade	38.5%	n/a		68.1%	n/a	38.0%	n/a		76.2%	n/a
5 <sup>th</sup> grade	40.2%	n/a		68.6%	n/a	35.4%	n/a		69.8%	n/a
6 <sup>th</sup> grade	38.0%	n/a		73.5%	n/a	34.9%	n/a		71.8%	n/a
7 <sup>th</sup> grade	31.2%	n/a		66.5%	n/a	27.2%	n/a		66.7%	n/a
8 <sup>th</sup> grade	24.3%	0.0%		62.8%	n/a	23.6%	0.0%		67.1%	25.0%
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	0.0%	13.4%	0.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a	n/a

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	100.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	0.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		**	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	n/a	
Students Ages 3-21 Received ESYS	85.8%	n/a	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** RSD-Sojourner Truth Academy, Inc.  
**Total Public Population:** 103

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	10.7%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	89.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	100.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	50.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	50.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	50.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	50.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	n/a	77.8%	n/a
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	n/a	70.2%	n/a
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	n/a
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	n/a	<b>98.7%</b>	99.9%	n/a	99.6%	n/a	<b>98.7%</b>	99.9%	n/a
4 <sup>th</sup> grade	99.5%	n/a		99.9%	n/a	99.5%	n/a		99.9%	n/a
5 <sup>th</sup> grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a
6 <sup>th</sup> grade	99.3%	n/a		99.8%	n/a	99.3%	n/a		99.8%	n/a
7 <sup>th</sup> grade	99.1%	n/a		99.8%	n/a	99.1%	n/a		99.7%	n/a
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	n/a	<b>53.5%</b>	71.4%	n/a	42.2%	n/a	<b>57.9%</b>	70.2%	n/a
4 <sup>th</sup> grade	38.5%	n/a		68.1%	n/a	38.0%	n/a		76.2%	n/a
5 <sup>th</sup> grade	40.2%	n/a		68.6%	n/a	35.4%	n/a		69.8%	n/a
6 <sup>th</sup> grade	38.0%	n/a		73.5%	n/a	34.9%	n/a		71.8%	n/a
7 <sup>th</sup> grade	31.2%	n/a		66.5%	n/a	27.2%	n/a		66.7%	n/a
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	7.7%	10.3%	27.7%
Suspensions Out-of-School & Alternate Site	16.4%	53.8%	13.4%	58.4%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	5.9%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a	n/a

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	84.6%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	15.4%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	n/a	
Students Ages 3-21 Received ESYS	85.8%	n/a	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 with a group size of at least 10 are monitored further to determine if the identification is inappropriate
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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.
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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** RSD-Miller-McCoy Academy for Math and Business  
**Total Public Population:** 186

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	5.9%
Gifted/Talented Students <sup>a</sup>	3.5%	1.6%
Regular Education Students <sup>a</sup>	84.3%	92.5%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	81.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	9.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	81.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	9.1%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	n/a	77.8%	n/a
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	n/a	70.2%	n/a
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	0.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	0.0%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	n/a	98.7%	99.9%	n/a	99.6%	n/a	98.7%	99.9%	n/a
4 <sup>th</sup> grade	99.5%	n/a		99.9%	n/a	99.5%	n/a		99.9%	n/a
5 <sup>th</sup> grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a
6 <sup>th</sup> grade	99.3%	n/a		99.8%	n/a	99.3%	n/a		99.8%	n/a
7 <sup>th</sup> grade	99.1%	n/a		99.8%	n/a	99.1%	n/a		99.7%	n/a
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	n/a	53.5%	71.4%	n/a	42.2%	n/a	57.9%	70.2%	n/a
4 <sup>th</sup> grade	38.5%	n/a		68.1%	n/a	38.0%	n/a		76.2%	n/a
5 <sup>th</sup> grade	40.2%	n/a		68.6%	n/a	35.4%	n/a		69.8%	n/a
6 <sup>th</sup> grade	38.0%	n/a		73.5%	n/a	34.9%	n/a		71.8%	n/a
7 <sup>th</sup> grade	31.2%	n/a		66.5%	n/a	27.2%	n/a		66.7%	n/a
8 <sup>th</sup> grade	24.3%	0.0%		62.8%	6.3%	23.6%	0.0%		67.1%	18.8%
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	1.6%
Suspensions Out-of-School & Alternate Site	16.4%	0.0%	13.4%	2.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	n/a	n/a	n/a

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	76.9%	62.69%
Inside Regular Class 40-79% of day	20.2%	23.1%	
Inside Regular Class less than 40% of day	14.7%	0.0%	12.94%
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	2.14%

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	n/a	
Students Ages 3-21 Received ESYS	85.8%	n/a	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	75.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** RSD - New Orleans College Preparatory Academies  
**Total Public Population:** 159

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	12.6%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	87.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	13.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	86.7%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	13.3%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	86.7%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	n/a	77.8%	n/a
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	n/a	70.2%	n/a
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	n/a
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	n/a	<b>98.7%</b>	99.9%	n/a	99.6%	n/a	<b>98.7%</b>	99.9%	n/a
4 <sup>th</sup> grade	99.5%	n/a		99.9%	n/a	99.5%	n/a		99.9%	n/a
5 <sup>th</sup> grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	n/a	<b>53.5%</b>	71.4%	n/a	42.2%	n/a	<b>57.9%</b>	70.2%	n/a
4 <sup>th</sup> grade	38.5%	n/a		68.1%	n/a	38.0%	n/a		76.2%	n/a
5 <sup>th</sup> grade	40.2%	n/a		68.6%	n/a	35.4%	n/a		69.8%	n/a
6 <sup>th</sup> grade	38.0%	57.1%		73.5%	71.4%	34.9%	28.6%		71.8%	51.8%
7 <sup>th</sup> grade	31.2%	55.6%		66.5%	64.0%	27.2%	33.3%		66.7%	50.0%
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	52.2%	13.4%	61.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	4.3%	0.9%	4.5%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	81.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	0.0%	
Inside Regular Class less than 40% of day	14.7%	18.2%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** RSD - Esperanza Charter School Association  
**Total Public Population:** 364

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	6.6%
Gifted/Talented Students <sup>a</sup>	3.5%	4.1%
Regular Education Students <sup>a</sup>	84.3%	89.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	17.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	5.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	76.5%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	17.7%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	5.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	76.5%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	50.0%	77.8%	39.0%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	0.0%	70.2%	34.2%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	44.8%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	20.7%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	20.0%	<b>53.5%</b>	71.4%	25.0%	42.2%	40.0%	<b>57.9%</b>	70.2%	20.8%
4 <sup>th</sup> grade	38.5%	0.0%		68.1%	35.0%	38.0%	25.0%		76.2%	42.5%
5 <sup>th</sup> grade	40.2%	0.0%		68.6%	21.1%	35.4%	0.0%		69.8%	31.6%
6 <sup>th</sup> grade	38.0%	16.7%		73.5%	36.4%	34.9%	16.7%		71.8%	36.4%
7 <sup>th</sup> grade	31.2%	0.0%		66.5%	20.8%	27.2%	0.0%		66.7%	37.5%
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	3.7%	10.3%	0.3%
Suspensions Out-of-School & Alternate Site	16.4%	14.8%	13.4%	13.6%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	88.2%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	5.9%	
Inside Regular Class less than 40% of day	14.7%	5.9%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	n/a	
Students Ages 3-21 Received ESYS	85.8%	n/a	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** RSD - NOLA 180  
**Total Public Population:** 452

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	8.0%
Gifted/Talented Students <sup>a</sup>	3.5%	0.2%
Regular Education Students <sup>a</sup>	84.3%	91.8%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	12.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	43.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	43.8%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	12.5%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	43.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	43.8%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	100.0%	77.8%	47.6%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	100.0%	70.2%	46.0%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	n/a
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math					ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.		
	State	Local		State	Local	State	Local		State	Local	
Participation rate (all assessment types)											
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%	
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%	
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%	
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%	
7 <sup>th</sup> grade	99.1%	n/a		99.8%	n/a	99.1%	n/a		99.7%	n/a	
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a	
10 <sup>th</sup> grade	97.2%	n/a	99.3%	n/a	97.6%	n/a	99.3%	n/a			
Proficiency rate (all assessment types – full academic year only)											
3 <sup>rd</sup> grade	47.2%	50.0%	<b>53.5%</b>	71.4%	41.8%	42.2%	33.3%	<b>57.9%</b>	70.2%	36.4%	
4 <sup>th</sup> grade	38.5%	50.0%		68.1%	45.7%	38.0%	33.3%		76.2%	48.2%	
5 <sup>th</sup> grade	40.2%	40.0%		68.6%	37.5%	35.4%	40.0%		69.8%	45.0%	
6 <sup>th</sup> grade	38.0%	0.0%		73.5%	59.4%	34.9%	0.0%		71.8%	65.6%	
7 <sup>th</sup> grade	31.2%	n/a		66.5%	n/a	27.2%	n/a		66.7%	n/a	
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a	
10 <sup>th</sup> grade	33.9%	n/a	74.4%	n/a	29.2%	n/a	64.0%	n/a			

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	7.7%	10.3%	1.8%
Suspensions Out-of-School & Alternate Site	16.4%	30.8%	13.4%	12.3%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.5%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	0.0%	No

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	90.6%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	3.1%	
Inside Regular Class less than 40% of day	14.7%	6.3%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	81.8%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	n/a	
Students Ages 3-21 Received ESYS	85.8%	100.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	75.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** RSD - Broadmoor Charter School Board  
**Total Public Population:** 402

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	10.4%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	89.6%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	100.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	100.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	50.0%	77.8%	76.4%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	50.0%	70.2%	63.6%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	n/a
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	n/a		99.8%	n/a	99.1%	n/a		99.7%	n/a
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	20.0%	<b>53.5%</b>	71.4%	29.2%	42.2%	0.0%	<b>57.9%</b>	70.2%	26.2%
4 <sup>th</sup> grade	38.5%	33.3%		68.1%	57.8%	38.0%	66.7%		76.2%	76.6%
5 <sup>th</sup> grade	40.2%	25.0%		68.6%	58.1%	35.4%	50.0%		69.8%	41.9%
6 <sup>th</sup> grade	38.0%	50.0%		73.5%	61.9%	34.9%	0.0%		71.8%	38.1%
7 <sup>th</sup> grade	31.2%	n/a		66.5%	n/a	27.2%	n/a		66.7%	n/a
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	2.0%	10.3%	1.8%
Suspensions Out-of-School & Alternate Site	16.4%	14.0%	13.4%	16.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	97.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	3.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** RSD - Pelican Educational Foundation  
**Total Public Population:** 358

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	5.9%
Gifted/Talented Students <sup>a</sup>	3.5%	1.4%
Regular Education Students <sup>a</sup>	84.3%	92.7%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	0.0%	21.0%	6.9%	0.0%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	5.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	45.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	50.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	5.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	45.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	50.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	50.0%	77.8%	61.9%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	50.0%	70.2%	61.9%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	50.0%	69.0%	70.6%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	100.0%	65.0%	38.2%
Proficient GEE ELA	23.5%	n/a	63.9%	48.0%
Proficient GEE Math	38.6%	n/a	74.5%	64.0%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	n/a		99.9%	n/a	99.6%	n/a		99.9%	n/a
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	100.0%		99.3%	100.0%	97.6%	100.0%		99.3%	100.0%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	66.7%	<b>53.5%</b>	71.4%	39.5%	42.2%	0.0%	<b>57.9%</b>	70.2%	44.7%
4 <sup>th</sup> grade	38.5%	50.0%		68.1%	58.1%	38.0%	50.0%		76.2%	71.0%
5 <sup>th</sup> grade	40.2%	n/a		68.6%	n/a	35.4%	n/a		69.8%	n/a
6 <sup>th</sup> grade	38.0%	50.0%		73.5%	50.0%	34.9%	100.0%		71.8%	50.0%
7 <sup>th</sup> grade	31.2%	100.0%		66.5%	40.0%	27.2%	33.3%		66.7%	40.0%
8 <sup>th</sup> grade	24.3%	57.1%		62.8%	43.9%	23.6%	42.9%		67.1%	68.3%
10 <sup>th</sup> grade	33.9%	0.0%		74.4%	64.0%	29.2%	0.0%		64.0%	48.0%

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	9.1%		10.3%	14.4%
Suspensions Out-of-School & Alternate Site	16.4%	9.1%		13.4%	11.0%
Expulsions In-School	0.1%	0.0%		0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%		0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	65.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	15.0%	
Inside Regular Class less than 40% of day	14.7%	20.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** RSD - Dryades YMCA  
**Total Public Population:** 730

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	5.9%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	94.1%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	6.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	13.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	79.3%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	6.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	13.8%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	79.3%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	20.0%	77.8%	54.7%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	0.0%	70.2%	36.0%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	14.3%	69.0%	44.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	14.3%	65.0%	36.0%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	0.0%	<b>53.5%</b>	71.4%	21.0%	42.2%	25.0%	<b>57.9%</b>	70.2%	28.4%
4 <sup>th</sup> grade	38.5%	0.0%		68.1%	31.9%	38.0%	20.0%		76.2%	50.6%
5 <sup>th</sup> grade	40.2%	20.0%		68.6%	16.7%	35.4%	0.0%		69.8%	26.2%
6 <sup>th</sup> grade	38.0%	0.0%		73.5%	40.7%	34.9%	0.0%		71.8%	25.9%
7 <sup>th</sup> grade	31.2%	0.0%		66.5%	25.9%	27.2%	16.7%		66.7%	20.4%
8 <sup>th</sup> grade	24.3%	11.1%		62.8%	37.3%	23.6%	11.1%		67.1%	45.3%
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	27.5%	10.3%	24.5%
Suspensions Out-of-School & Alternate Site	16.4%	25.0%	13.4%	23.0%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	40.5%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	48.6%	
Inside Regular Class less than 40% of day	14.7%	10.8%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** RSD - Friends of King  
**Total Public Population:** 633

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	3.2%
Gifted/Talented Students <sup>a</sup>	3.5%	1.1%
Regular Education Students <sup>a</sup>	84.3%	95.7%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	11.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	88.9%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	11.1%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	0.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	88.9%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	100.0%	77.8%	92.6%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	100.0%	70.2%	96.3%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	63.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	73.9%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	100.0%	<b>53.5%</b>	71.4%	69.5%	42.2%	100.0%	<b>57.9%</b>	70.2%	72.9%
4 <sup>th</sup> grade	38.5%	100.0%		68.1%	96.3%	38.0%	100.0%		76.2%	92.6%
5 <sup>th</sup> grade	40.2%	100.0%		68.6%	67.4%	35.4%	100.0%		69.8%	73.9%
6 <sup>th</sup> grade	38.0%	50.0%		73.5%	57.8%	34.9%	50.0%		71.8%	77.8%
7 <sup>th</sup> grade	31.2%	0.0%		66.5%	50.0%	27.2%	0.0%		66.7%	35.4%
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	8.3%	13.4%	5.2%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	60.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	40.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		No	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** RSD - New Orleans Charter School Foundation  
**Total Public Population:** 534

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	5.4%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	94.6%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	4.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	40.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	52.0%	99.9%	99.1%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	3.9%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	38.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	53.9%	99.9%	99.1%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	25.0%	77.8%	69.2%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	0.0%	70.2%	58.5%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	44.1%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	50.0%	65.0%	44.1%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	98.5%	99.5%	100.0%		99.9%	98.5%
5 <sup>th</sup> grade	99.6%	88.9%		99.9%	100.0%	99.6%	77.8%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	80.0%		99.6%	95.5%	99.3%	80.0%		99.7%	95.5%
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	40.0%	<b>53.5%</b>	71.4%	29.7%	42.2%	20.0%	<b>57.9%</b>	70.2%	35.1%
4 <sup>th</sup> grade	38.5%	0.0%		68.1%	53.9%	38.0%	25.0%		76.2%	67.7%
5 <sup>th</sup> grade	40.2%	28.6%		68.6%	23.8%	35.4%	14.3%		69.8%	33.3%
6 <sup>th</sup> grade	38.0%	100.0%		73.5%	23.4%	34.9%	100.0%		71.8%	29.8%
7 <sup>th</sup> grade	31.2%	20.0%		66.5%	37.5%	27.2%	20.0%		66.7%	31.3%
8 <sup>th</sup> grade	24.3%	20.0%		62.8%	38.8%	23.6%	20.0%		67.1%	41.8%
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.0%
Suspensions Out-of-School & Alternate Site	16.4%	14.3%	13.4%	10.8%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	7.4%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	100.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	0.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** RSD - Choice Foundation  
**Total Public Population:** 742

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	10.4%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	89.6%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a
<b>Exiting Special Education <sup>d</sup></b>					
	Special Ed.				
	State	Local			
High School Diploma	19.4%	0.0%			
GED/Skills Options	10.7%	0.0%			
Certificate of Achievement	9.1%	0.0%			
Dropped Out	31.4%	0.0%			
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>					
	Special Ed.			Regular Ed.	
	State	Local		State	Local
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	3.8%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	37.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	58.5%		99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	3.8%		n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	37.7%		n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	58.5%		99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	50.0%		77.8%	81.8%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	50.0%		70.2%	84.4%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a		69.0%	n/a
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a		65.0%	n/a
Proficient GEE ELA	23.5%	n/a		63.9%	n/a
Proficient GEE Math	38.6%	n/a		74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	37.5%	<b>53.5%</b>	71.4%	49.4%	42.2%	37.5%	<b>57.9%</b>	70.2%	55.0%
4 <sup>th</sup> grade	38.5%	23.1%		68.1%	83.1%	38.0%	38.5%		76.2%	78.3%
5 <sup>th</sup> grade	40.2%	13.3%		68.6%	38.4%	35.4%	20.0%		69.8%	39.7%
6 <sup>th</sup> grade	38.0%	37.5%		73.5%	52.1%	34.9%	25.0%		71.8%	47.9%
7 <sup>th</sup> grade	31.2%	0.0%		66.5%	31.8%	27.2%	9.1%		66.7%	36.5%
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.3%
Suspensions Out-of-School & Alternate Site	16.4%	22.7%	13.4%	16.1%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.2%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	6.3%	Yes

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	58.5%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	35.4%	
Inside Regular Class less than 40% of day	14.7%	6.2%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	33.3%
In the Regular Early Childhood Program 40-79% of time	4.1%	33.3%
In the Regular Early Childhood Program less than 40% of time	11.7%	33.3%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	88.2%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** RSD - Tremé Charter Schools Association  
**Total Public Population:** 512

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	4.7%
Gifted/Talented Students <sup>a</sup>	3.5%	0.0%
Regular Education Students <sup>a</sup>	84.3%	95.3%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	28.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	71.4%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	28.6%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	71.4%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	0.0%	77.8%	32.6%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	50.0%	70.2%	58.1%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	0.0%	69.0%	40.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	0.0%	65.0%	34.3%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	n/a	<b>98.7%</b>	99.9%	n/a	99.6%	n/a	<b>98.7%</b>	99.9%	n/a
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	n/a	<b>53.5%</b>	71.4%	n/a	42.2%	n/a	<b>57.9%</b>	70.2%	n/a
4 <sup>th</sup> grade	38.5%	40.0%		68.1%	55.8%	38.0%	20.0%		76.2%	32.7%
5 <sup>th</sup> grade	40.2%	0.0%		68.6%	34.0%	35.4%	0.0%		69.8%	25.5%
6 <sup>th</sup> grade	38.0%	0.0%		73.5%	45.5%	34.9%	0.0%		71.8%	50.0%
7 <sup>th</sup> grade	31.2%	28.6%		66.5%	57.6%	27.2%	14.3%		66.7%	48.5%
8 <sup>th</sup> grade	24.3%	0.0%		62.8%	34.3%	23.6%	0.0%		67.1%	40.0%
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	26.9%	10.3%	14.4%
Suspensions Out-of-School & Alternate Site	16.4%	38.5%	13.4%	20.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.4%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	80.0%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	12.0%	
Inside Regular Class less than 40% of day	14.7%	8.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** RSD - Algiers Charter Schools Association (ACSA)  
**Total Public Population:** 3,662

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	7.8%
Gifted/Talented Students <sup>a</sup>	3.5%	2.8%
Regular Education Students <sup>a</sup>	84.3%	89.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	8.3%	21.0%	6.9%	7.9%

	Special Ed.	
	State	Local
High School Diploma	19.4%	44.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	20.0%
Dropped Out	31.4%	20.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	8.6%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	19.7%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	71.7%	99.9%	99.8%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	8.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	19.5%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	71.4%	99.9%	99.9%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	33.3%	77.8%	58.8%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	16.7%	70.2%	50.2%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	42.9%	69.0%	54.6%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	28.6%	65.0%	52.7%
Proficient GEE ELA	23.5%	40.0%	63.9%	41.6%
Proficient GEE Math	38.6%	70.0%	74.5%	72.1%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	99.5%	99.3%	100.0%		99.8%	99.5%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	93.8%		99.3%	98.2%	97.6%	100.0%		99.3%	98.7%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	30.0%	<b>53.5%</b>	71.4%	45.0%	42.2%	20.0%	<b>57.9%</b>	70.2%	49.2%
4 <sup>th</sup> grade	38.5%	28.6%		68.1%	48.0%	38.0%	42.9%		76.2%	59.1%
5 <sup>th</sup> grade	40.2%	33.3%		68.6%	52.4%	35.4%	25.0%		69.8%	59.8%
6 <sup>th</sup> grade	38.0%	25.0%		73.5%	51.5%	34.9%	31.6%		71.8%	53.0%
7 <sup>th</sup> grade	31.2%	14.3%		66.5%	45.4%	27.2%	17.9%		66.7%	43.2%
8 <sup>th</sup> grade	24.3%	23.8%		62.8%	51.3%	23.6%	33.3%		67.1%	54.0%
10 <sup>th</sup> grade	33.9%	56.3%		74.4%	70.9%	29.2%	40.0%		64.0%	41.2%

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	2.6%	10.3%	4.0%
Suspensions Out-of-School & Alternate Site	16.4%	13.6%	13.4%	8.9%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.7%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	NR	1.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	59.8%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	29.3%	
Inside Regular Class less than 40% of day	14.7%	10.8%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	25.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	4.2%
In the Regular Early Childhood Program less than 40% of time	11.7%	20.8%
Attending a Special Education Program – Separate Class	8.7%	33.3%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	16.7%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		No	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	97.7%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	100.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	16.1%	
Students Ages 3-21 Received ESYS	85.8%	91.9%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	64.8%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** Recovery School District (RSD) - LDE  
**Total Public Population:** 12,843

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	12.3%
Gifted/Talented Students <sup>a</sup>	3.5%	2.3%
Regular Education Students <sup>a</sup>	84.3%	85.4%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	13.7%	21.0%	6.9%	21.9%
<b>Exiting Special Education <sup>d</sup></b>					

	Special Ed.	
	State	Local
High School Diploma	19.4%	6.8%
GED/Skills Options	10.7%	3.9%
Certificate of Achievement	9.1%	12.1%
Dropped Out	31.4%	49.5%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	10.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	27.4%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	61.4%	99.9%	99.3%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	10.4%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	27.1%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	61.8%	99.9%	99.3%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	22.1%	77.8%	45.4%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	20.9%	70.2%	31.3%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	5.4%	69.0%	27.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	9.2%	65.0%	21.4%
Proficient GEE ELA	23.5%	7.7%	63.9%	19.9%
Proficient GEE Math	38.6%	7.8%	74.5%	28.4%

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	96.7%	<b>98.7%</b>	99.9%	99.7%	99.6%	97.8%	<b>98.7%</b>	99.9%	99.8%
4 <sup>th</sup> grade	99.5%	99.3%		99.9%	99.5%	99.5%	98.7%		99.9%	99.5%
5 <sup>th</sup> grade	99.6%	99.1%		99.9%	99.8%	99.6%	99.1%		99.9%	99.7%
6 <sup>th</sup> grade	99.3%	96.4%		99.8%	99.6%	99.3%	97.6%		99.8%	99.5%
7 <sup>th</sup> grade	99.1%	98.5%		99.8%	99.6%	99.1%	99.3%		99.7%	98.9%
8 <sup>th</sup> grade	99.0%	96.1%		99.6%	97.6%	99.3%	98.7%		99.7%	97.8%
10 <sup>th</sup> grade	97.2%	93.3%		99.3%	95.9%	97.6%	96.0%		99.3%	95.4%
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	29.4%	<b>53.5%</b>	71.4%	37.8%	42.2%	22.4%	<b>57.9%</b>	70.2%	37.1%
4 <sup>th</sup> grade	38.5%	18.6%		68.1%	30.7%	38.0%	20.7%		76.2%	46.2%
5 <sup>th</sup> grade	40.2%	25.2%		68.6%	38.6%	35.4%	19.6%		69.8%	36.1%
6 <sup>th</sup> grade	38.0%	24.7%		73.5%	40.9%	34.9%	27.3%		71.8%	34.6%
7 <sup>th</sup> grade	31.2%	8.8%		66.5%	30.3%	27.2%	10.3%		66.7%	25.8%
8 <sup>th</sup> grade	24.3%	7.0%		62.8%	17.7%	23.6%	7.5%		67.1%	23.9%
10 <sup>th</sup> grade	33.9%	12.0%		74.4%	27.8%	29.2%	13.5%		64.0%	18.7%

Discipline Percents<sup>f</sup>

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	8.9%	10.3%	6.8%
Suspensions Out-of-School & Alternate Site	16.4%	26.8%	13.4%	23.5%
Expulsions In-School	0.1%	0.1%	0.1%	0.1%
Expulsions Out-of-School & Alternate Site	0.7%	2.7%	0.9%	2.5%

Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	80	5.3%	Yes

Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	84.3%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	9.8%	
Inside Regular Class less than 40% of day	14.7%	5.6%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.3%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.3%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	91.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	1.1%
In the Regular Early Childhood Program less than 40% of time	11.7%	4.5%
Attending a Special Education Program – Separate Class	8.7%	2.2%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	1.1%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		No	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		No	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	70.0%	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	4.9%	
Students Ages 3-21 Received ESYS	85.8%	89.1%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	100.0%	
Ages 6 to 21	78.3%	39.2%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.





**PERFORMANCE PROFILE**

**School System:** RSD - SUNO Institute for Academic Excellence  
**Total Public Population:** 321

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	5.9%
Gifted/Talented Students <sup>a</sup>	3.5%	5.3%
Regular Education Students <sup>a</sup>	84.3%	88.8%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	38.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	61.1%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	38.9%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	61.1%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	100.0%	77.8%	88.2%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	0.0%	70.2%	73.5%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	50.0%	69.0%	43.0%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	0.0%	65.0%	55.0%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

**Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C<sup>e</sup>**

	Math				ELA					
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	n/a	98.7%	99.9%	n/a	99.6%	n/a	98.7%	99.9%	n/a
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	n/a	53.5%	71.4%	n/a	42.2%	n/a	57.9%	70.2%	n/a
4 <sup>th</sup> grade	38.5%	0.0%		68.1%	73.3%	38.0%	100.0%		76.2%	86.7%
5 <sup>th</sup> grade	40.2%	100.0%		68.6%	66.7%	35.4%	0.0%		69.8%	73.8%
6 <sup>th</sup> grade	38.0%	0.0%		73.5%	68.8%	34.9%	50.0%		71.8%	68.8%
7 <sup>th</sup> grade	31.2%	33.3%		66.5%	49.3%	27.2%	33.3%		66.7%	64.2%
8 <sup>th</sup> grade	24.3%	33.3%		62.8%	52.8%	23.6%	55.6%		67.1%	41.5%
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

**Discipline Percents<sup>f</sup>**

	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	5.3%	10.3%	4.5%
Suspensions Out-of-School & Alternate Site	16.4%	0.0%	13.4%	1.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

**Long-term Discipline (greater than 10 days) – Indicator 4A<sup>g</sup>**

	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

**Educational Environment (Ages 6-21) – Indicator 5<sup>h</sup>**

	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	70.0%	62.69%
Inside Regular Class 40-79% of day	20.2%	30.0%	
Inside Regular Class less than 40% of day	14.7%	0.0%	12.94%
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	2.14%

**Educational Environment (Ages 3-5) – Indicator 6<sup>h</sup>**

	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	0.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	n/a	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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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<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.

**PERFORMANCE PROFILE**

**School System:** RSD - Knowledge Is Power Program (KIPP) N.O.  
**Total Public Population:** 990

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	8.7%
Gifted/Talented Students <sup>a</sup>	3.5%	3.8%
Regular Education Students <sup>a</sup>	84.3%	87.5%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	2.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	16.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	81.6%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	2.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	16.3%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	81.6%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	14.3%	77.8%	60.0%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	42.9%	70.2%	55.0%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	33.3%	69.0%	68.4%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	33.3%	65.0%	89.7%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	94.4%		99.9%	100.0%	99.5%	94.4%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	98.9%	99.6%	100.0%		99.9%	98.9%
6 <sup>th</sup> grade	99.3%	100.0%		99.8%	100.0%	99.3%	100.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	99.2%	99.1%	100.0%		99.7%	99.2%
8 <sup>th</sup> grade	99.0%	100.0%		99.6%	100.0%	99.3%	100.0%		99.7%	100.0%
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	20.0%	<b>53.5%</b>	71.4%	76.7%	42.2%	0.0%	<b>57.9%</b>	70.2%	67.4%
4 <sup>th</sup> grade	38.5%	41.2%		68.1%	62.1%	38.0%	23.5%		76.2%	57.6%
5 <sup>th</sup> grade	40.2%	23.1%		68.6%	57.2%	35.4%	30.8%		69.8%	56.7%
6 <sup>th</sup> grade	38.0%	28.6%		73.5%	78.3%	34.9%	21.4%		71.8%	74.4%
7 <sup>th</sup> grade	31.2%	54.6%		66.5%	87.2%	27.2%	45.5%		66.7%	76.9%
8 <sup>th</sup> grade	24.3%	40.0%		62.8%	89.7%	23.6%	40.0%		67.1%	69.2%
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>				
	Special Ed. (ages 3-21)		Regular Ed. (grades K-12)	
	State	Local	State	Local
Suspensions In-School	10.8%	0.0%	10.3%	0.2%
Suspensions Out-of-School & Alternate Site	16.4%	3.1%	13.4%	2.5%
Expulsions In-School	0.1%	0.0%	0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%	0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	97.5%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	1.3%	
Inside Regular Class less than 40% of day	14.7%	1.3%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	95.5%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	n/a	
Ages 6 to 21	78.3%	100.0%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.



**PERFORMANCE PROFILE**

**School System:** RSD - FirstLine Schools, Inc.  
**Total Public Population:** 543

**School Year:** 2008-2009

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:

<b>FAPE in the LRE</b>	<b>Disproportionality</b>
<b>1. Graduation with a High School Diploma</b>	<b>9. Special Education and Related Services</b>
<b>2. Dropping Out of High School</b>	<b>10. Specific Disability Categories</b>
<b>3. Participation and Performance on Statewide Assessment</b>	Effective General Supervision Part B / Child Find
<b>4. Suspension/Expulsion Rates</b>	<b>11. Evaluation Timelines</b>
<b>5. Educational Environment (ages 6-21)</b>	Effective General Supervision Part B / Effective Transition
6. Educational Environment (ages 3-5)	<b>12. Transition from Part C</b>
7. Outcomes for Children Ages 3-5	13. Post-secondary Goals
<b>8. Parental Involvement</b>	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 <sup>a</sup>	12.2%	7.2%
Gifted/Talented Students <sup>a</sup>	3.5%	0.9%
Regular Education Students <sup>a</sup>	84.3%	91.9%

	Special Ed.		2008-09 State Target	General Ed.	
	State	Local		State	Local
<b>Graduation with a High School Diploma – Indicator 1 <sup>b</sup></b>					
Cohort Graduation Rate	35.3%	n/a	25.0%	65.9%	n/a
<b>Dropping Out of High School – Indicator 2 <sup>c</sup></b>					
Annual Event Dropout Rate (grades 9-12)	12.2%	n/a	21.0%	6.9%	n/a

	Special Ed.	
	State	Local
High School Diploma	19.4%	0.0%
GED/Skills Options	10.7%	0.0%
Certificate of Achievement	9.1%	0.0%
Dropped Out	31.4%	0.0%

	Special Ed.		Regular Ed.	
	State	Local	State	Local
<b>Statewide Assessment (Initial Testers) <sup>e</sup></b>				
Participated in La. Alternate Assessment 1 (grades 3-11) - ELA	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) - ELA	16.2%	10.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - ELA	74.8%	90.0%	99.9%	100.0%
Participated in La. Alternate Assessment 1 (grades 3-11) – Math	8.7%	0.0%	n/a	
Participated in La. Alternate Assessment 2 (grades 4-11) – Math	16.1%	10.0%	n/a	
Participated in On-Level Assessment (grades 3-11) - Math	74.9%	90.0%	99.9%	100.0%
Proficient LEAP 4 <sup>th</sup> grade ELA	42.9%	0.0%	77.8%	56.0%
Proficient LEAP 4 <sup>th</sup> grade Math	42.8%	0.0%	70.2%	38.5%
Proficient LEAP 8 <sup>th</sup> grade ELA	20.6%	n/a	69.0%	58.1%
Proficient LEAP 8 <sup>th</sup> grade Math	27.5%	n/a	65.0%	74.4%
Proficient GEE ELA	23.5%	n/a	63.9%	n/a
Proficient GEE Math	38.6%	n/a	74.5%	n/a

Statewide Assessment by Grade and Subject (All Testers) – Indicators 3B & 3C <sup>e</sup>										
	Math					ELA				
	Special Ed.		2008-09 State Target	Regular Ed.		Special Ed.		2008-09 State Target	Regular Ed.	
	State	Local		State	Local	State	Local		State	Local
Participation rate (all assessment types)										
3 <sup>rd</sup> grade	99.7%	100.0%	<b>98.7%</b>	99.9%	100.0%	99.6%	100.0%	<b>98.7%</b>	99.9%	100.0%
4 <sup>th</sup> grade	99.5%	100.0%		99.9%	100.0%	99.5%	100.0%		99.9%	100.0%
5 <sup>th</sup> grade	99.6%	100.0%		99.9%	100.0%	99.6%	100.0%		99.9%	100.0%
6 <sup>th</sup> grade	99.3%	80.0%		99.8%	100.0%	99.3%	80.0%		99.8%	100.0%
7 <sup>th</sup> grade	99.1%	100.0%		99.8%	100.0%	99.1%	100.0%		99.7%	100.0%
8 <sup>th</sup> grade	99.0%	n/a		99.6%	n/a	99.3%	n/a		99.7%	n/a
10 <sup>th</sup> grade	97.2%	n/a		99.3%	n/a	97.6%	n/a		99.3%	n/a
Proficiency rate (all assessment types – full academic year only)										
3 <sup>rd</sup> grade	47.2%	0.0%	<b>53.5%</b>	71.4%	39.5%	42.2%	25.0%	<b>57.9%</b>	70.2%	39.5%
4 <sup>th</sup> grade	38.5%	0.0%		68.1%	32.4%	38.0%	0.0%		76.2%	50.7%
5 <sup>th</sup> grade	40.2%	0.0%		68.6%	47.9%	35.4%	0.0%		69.8%	41.7%
6 <sup>th</sup> grade	38.0%	20.0%		73.5%	51.0%	34.9%	20.0%		71.8%	43.1%
7 <sup>th</sup> grade	31.2%	12.5%		66.5%	46.2%	27.2%	12.5%		66.7%	38.5%
8 <sup>th</sup> grade	24.3%	n/a		62.8%	n/a	23.6%	n/a		67.1%	n/a
10 <sup>th</sup> grade	33.9%	n/a		74.4%	n/a	29.2%	n/a		64.0%	n/a

Discipline Percents <sup>f</sup>					
	Special Ed. (ages 3-21)			Regular Ed. (grades K-12)	
	State	Local		State	Local
Suspensions In-School	10.8%	2.4%		10.3%	2.1%
Suspensions Out-of-School & Alternate Site	16.4%	41.5%		13.4%	30.6%
Expulsions In-School	0.1%	0.0%		0.1%	0.0%
Expulsions Out-of-School & Alternate Site	0.7%	0.0%		0.9%	0.0%

Long-term Discipline (greater than 10 days) – Indicator 4A <sup>g</sup>			
	Count	Percent of Child Count	Significant Discrepancy?
Number of Children with Out-of-School Suspensions/Expulsions Totaling > 10 Days	0	0.0%	No

Educational Environment (Ages 6-21) – Indicator 5 <sup>h</sup>			
	Special Ed.		2008-09 State Target
	State	Local	
Inside Regular Class 80% or more of day	63.2%	87.5%	<b>62.69%</b>
Inside Regular Class 40-79% of day	20.2%	12.5%	
Inside Regular Class less than 40% of day	14.7%	0.0%	<b>12.94%</b>
Separate School	0.4%	0.0%	
Residential Facility	0.3%	0.0%	
Homebound/Hospital	0.9%	0.0%	
Correctional Facilities	0.4%	0.0%	
Served in separate schools, residential facilities, or homebound or hospital placements	1.6%	0.0%	<b>2.14%</b>

Educational Environment (Ages 3-5) – Indicator 6 <sup>h</sup>		
	Special Ed.	
	State	Local
In the Regular Early Childhood Program at least 80% of time	62.4%	100.0%
In the Regular Early Childhood Program 40-79% of time	4.1%	0.0%
In the Regular Early Childhood Program less than 40% of time	11.7%	0.0%
Attending a Special Education Program – Separate Class	8.7%	0.0%
Attending a Special Education Program – Separate School	0.2%	0.0%
Attending a Special Education Program – Residential Facility	0.1%	0.0%
Home	3.9%	0.0%
Service Provider Location	9.0%	0.0%

	Special Ed.		2008-09 State Target
	State	Local	
<b>Parental Involvement – Indicator 8<sup>i</sup></b>			
Percent of parents reporting that schools facilitated involvement as a means of improving services and results for children with disabilities	36%	*	43.0%
<b>Disproportionality – Students with Disabilities (Ages 6-21) – Indicator 9<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in special education and related services <b>that is the result of inappropriate identification</b>		*	
<b>Disproportionality – Disability Category (Ages 6-21) – Indicator 10<sup>j</sup></b>			
Disproportionate representation of racial and ethnic groups in specific disability categories <b>that is the result of inappropriate identification</b>		**	

	Special Ed.		2008-09 State Target
	State	Local	
<b>Evaluation Timelines – Indicator 11<sup>k</sup></b>			
Initial Evaluations completed in timelines	99.9%	100.0%	100.0%
<b>Effective Transition – Indicator 12<sup>l</sup></b>			
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	81.2%	n/a	100.0%
<b>Extended School Year Services (ESYS)<sup>m</sup></b>			
Students Ages 3-21 Eligible for ESYS	3.5%	0.0%	
Students Ages 3-21 Received ESYS	85.8%	0.0%	
<b>Highly Qualified Personnel<sup>n</sup></b>			
Ages 3 to 5	84.2%	50.0%	
Ages 6 to 21	78.3%	83.3%	

For the purposes of this report, general education includes all students -- regular education (students without disabilities), students with disabilities, and gifted/talented. Special education refers to students with disabilities.

Total Public Population is General Education public from February 2, 2009, SIS membership count.

<sup>a</sup> February 2, 2009, SIS/SER Student Membership (Special Ed. is always SER; General Ed. is always SIS)

<sup>b</sup> SIS, 2007-08 cohort graduation rate. Note: Districts that were heavily impacted by the hurricanes of 2005 and 2006 will not receive graduation cohort results until 2011, based on 2010 data.

<sup>c</sup> SIS, 2007-08 annual event dropout rate

<sup>d</sup> June 30, 2009, IDEA exit count

<sup>e</sup> Assessment data from Spring 2009 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.

<sup>f</sup> 2008-09 SIS data (Regular Ed. includes Gifted/Talented students). Discipline % = Students with at least one incident of type/end of year cumulative membership. Note: Out-of-school suspensions include suspensions to an alternate site; out-of-school expulsions include expulsions to an alternate site. As a result, data should not be compared to previous years.

<sup>g</sup> 2007-08 Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B. Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.

<sup>h</sup> Oct. 1, 2008, IDEA Data Tables (excluding nonpublic)

<sup>i</sup> 2008-09 parent responses to Schools' Efforts to Partner with Parents Scale (SEPPS), Version 2.0

<sup>j</sup> 2008-09 monitoring/review of disproportionality data

<sup>k</sup> SER, Evaluation Compliance Statewide Summary Report (7/1/08 to 6/30/09)

<sup>l</sup> SER, Part C Transition Report (7/1/08 to 6/30/09)

<sup>m</sup> 2007-08 SER data; Summer 2008

<sup>n</sup> October 1, 2008 IDEA Federal Personnel Data Table

\* The district was not monitored/surveyed on this indicator during the 2008-09 school year.

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

NR Not reported, less than 10 students total

U Survey data are not reportable, due to low response number.

## State Performance Plan Indicators

1. **Graduation with a High School Diploma** – percent of youth with IEPs graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.
2. **Dropping Out of High School** – Percent of youth with IEPs dropping out of high school – using the annual event dropout rate for students grades 9-12 leaving a school in a single year, determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data (CCD).
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 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 percent is greater than or equal to 2.0%.
  - b. **Out-of-school suspension/expulsions totaling more than 10 days in a school year by race/ethnicity.** Data will be reported beginning with the 2009-10 Performance Profile.
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. **Attending separate special education class, separate school, or residential facility.**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. **Data will be reported beginning with the 2009-10 Performance Profile.**
8. **Parental Involvement** – based on a survey of parents' overall impression of whether schools facilitated their involvement as a means of improving services and results for children with disabilities.
9. **Disproportionate representation in special education that is the result of inappropriate identification** – based first on the *risk ratio* or rate of identification for a particular racial/ethnic group compared to the identification rate of other racial/ethnic groups. LEAs with risk ratios greater than or equal to 2.0 or less than 0.20 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 2.0 or less than 0.20 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 birthday.
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. **Data will be reported beginning with the 2009-10 Performance Profile.**
14. **Post-secondary Goals** – based on a survey of students with disabilities who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
  - a. **Enrolled in higher education within one year of leaving high school**
  - b. **Enrolled in higher education or competitively employed within one year of leaving high school**
  - c. **Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.**Data will be reported beginning with the 2009-10 Performance Profile.